

Deaf and Hard of Hearing Education in Idaho: Council Recommendations

Recommendation Report
October 2006

Idaho Council for the Deaf and Hard of Hearing



Created in 1991, the Idaho Council for the Deaf and Hard of Hearing (CDHH) operates under the authority of Idaho Code § 67-7301 through 67-7308. The legislature designed the council to “be the interdepartmental and interagency planning and advisory body for the departments and agencies of the state for programs and services affecting persons with a hearing impairment” (67-7303).

In addition, CDHH’s is responsible to “submit periodic reports to the governor, the legislature and departments of state government on how current federal and state programs, rules, regulations, and legislation affect services to persons with hearing impairments” (67-7307).

The nine-member, governor-appointed Board includes a diverse group of experts from around the state who represent various sub-disciplines in the field of deafness, such as education, audiology, interpreting, and medicine. More than half of the Board members are deaf or hard of hearing consumers, including parents. The Council also benefits from the expertise of 10, ex-officio board member agencies that have a stake in deaf and hard of hearing issues.

CDHH Board Members

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Ron Schow, Ph.D.
Nancy Henry, Ed. S.
Chuck Neyman, M.S.
Pam Vannoy, R.N.
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October 13, 2006

To Whom It May Concern:

The Idaho Council for the Deaf and Hard of Hearing (CDHH) is Idaho's "interdepartmental and interagency planning and advisory body for the departments and agencies of the state for programs and services affecting persons with a hearing impairment" (Idaho Code § 67-7303).

CDHH is responsible to "submit periodic reports to the Governor, the legislature and departments of state government on how current federal and state programs, rules, regulations, and legislation affect services to persons with hearing impairments" (67-7307). CDHH has conducted research and compiled this report in an effort to comply with its statutory responsibilities.

Through consultation with local and national experts in the field of deaf education and related disciplines, CDHH is pleased to present this research report. This report outlines information on local and national programs, and best practices from other states.

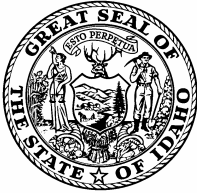
Most importantly, the CDHH Board has included recommendations for a modified statewide service delivery model. The recommendations were designed through a careful process of assimilating local and national data from this report and applying the information to Idaho's unique socio-geographical and educational environments.

We believe that the Idaho State Board of Education, the Legislature, and other policymakers would be well served to carefully review this report and seriously consider adopting the recommendations in an effort to enhance deaf and hard of hearing education in Idaho.

Sincerely,

The CDHH Board of Directors

Jill Beck, MD – Otolaryngologist (ENT)
Ron Schow, Ph.D. – Audiology Professor
Jo Ann Shopbell, MA, CSC, SC:L, NAD Level V Master – Interpreter Educator
Russ Patterson – Retired Audiologist, hard of hearing organizational rep.
Pamela Vannoy, R.N. – Parent of a hard-of-hearing child
Nancy Henry, Ed. S. – Parent of a deaf child
Steven Stubbs, B.S. – Deaf organization representative
Walter Jastremsky – Deaf community member
Rod Howells, M.S. CCC-A – Hard of hearing person over 60



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RE: CDHH's Position on SBOE Workgroup Recommendations

October 13, 2006

Dear Idaho State Board of Education:

The State Board of Education's (SBOE) workgroup on deaf and hard of hearing education recently developed recommendations that reflect a "regional service delivery model" and funding system. The Council for the Deaf and Hard of Hearing (CDHH) does not support a regional service delivery model and funding system. We understand that on a superficial level, such a system may sound politically attractive because it attempts to disperse funds equally among all deaf and hard of hearing (deaf/hh) students around the state.

However, we argue that such a model inherently cannot succeed in Idaho because it fails to take into account the diverse nature of deaf/hh students' individual programming needs. The Council opposes a regional service delivery model because of (1) funding flaws and (2) service quality issues.

Regional Model Funding Flaws

Inevitably, certain services guaranteed by IEPs require a higher level of state funding than other types of services. For example, the total cost of adequate services for a profoundly deaf student's IEP might be \$50,000 per year. In contrast, adequate services for a mildly hard of hearing child may total only \$1,000 per year. Any model that divides the total budget into set amounts per region based on the total number of deaf/hh students is flawed because deaf and hard of hearing students should not be accounted for in the same formula. Their needs and funding requirements differ dramatically.

Lastly, there is no effective or consistent way to establish standardized funding tiers per region for deaf/hh students based on their needs. In other words, to determine a set amount of money per child per year based on the degree of hearing loss would be an impossible method of dispersing funds because of the presence of too many variables. Therefore, the most effective way to adequately serve all deaf/hh students in this state is to allow a centralized agency of experts to oversee the budget and disperse funds based on student types and program needs.

Regional Model Quality Issues

Establishing a statewide model that divides funds into six or seven regions is a recipe for watered down services, chaotic oversight, and legal issues due to an inherent inability of each region to provide a full continuum of communication and placement options. A regional plan assumes far too much and would leave many students behind. The Council's attached report clearly articulates the flaws of such a system.

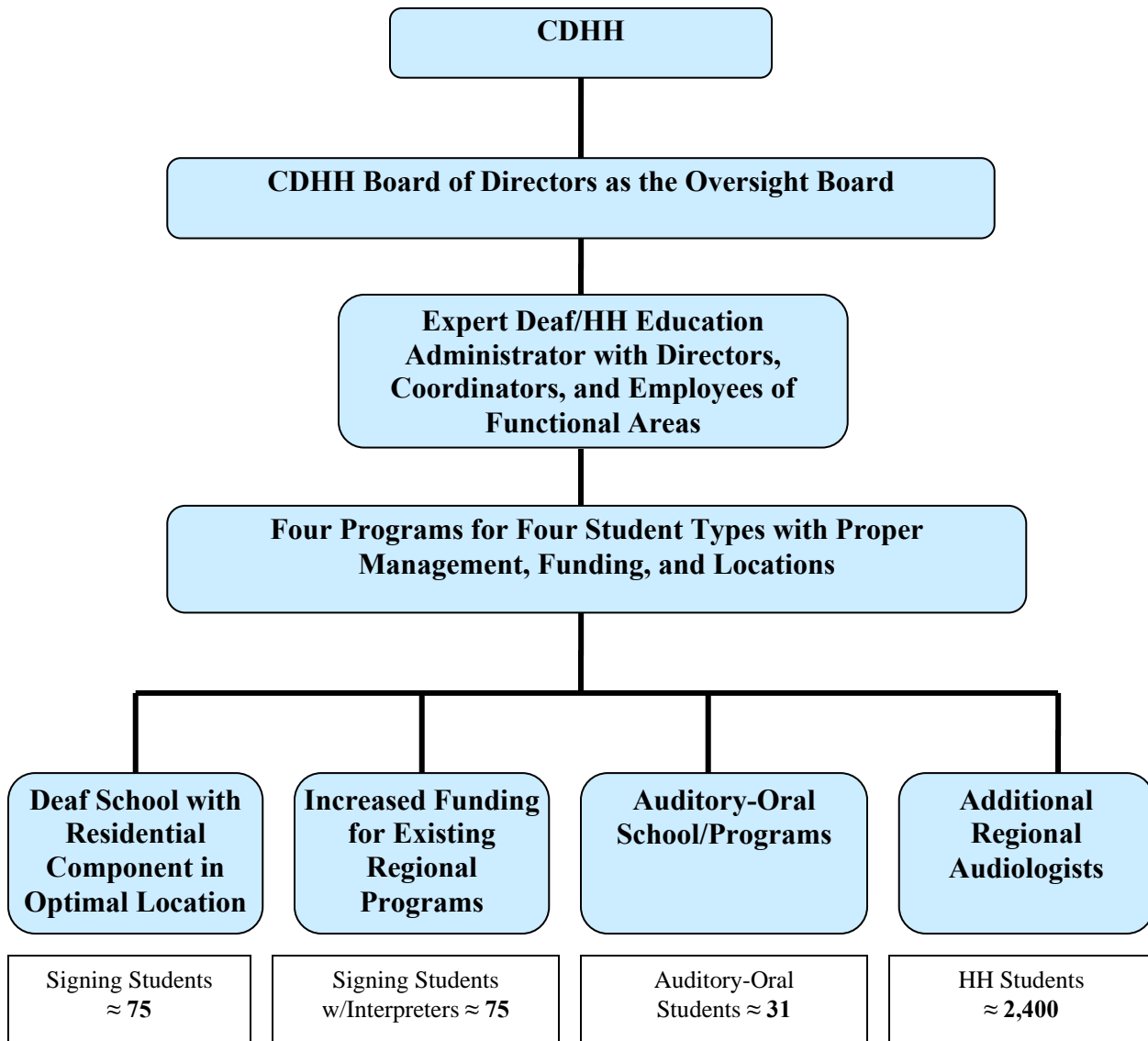
Council Recommendations

The Council supports a statewide system that is overseen by experts who have a direct stake in the outcomes of deaf and hard of hearing children. The SBOE's workgroup recommended for blind and visually impaired students that the Idaho Commission for the Blind and Visually Impaired (ICBVI) assume oversight responsibility. The deaf/hh students in Idaho would benefit from the same oversight configuration via CDHH. The numbered points and organizational chart below summarize the Council's recommendations. It should be noted that most of the following recommendations were developed in concert with certain OSBE staff.

1. Deaf/HH education programs will be overseen by a central administration that will ultimately be part of CDHH. This central administration will include directors, coordinators, and employees of essential functional areas to oversee statewide programs (e.g., info/media clearinghouse, outreach, interpreter training, etc.).
2. CDHH (with advisory input from the SDE and the SBOE) will make the final recommendations for administration and management of deaf/hh education programs no later than January 2008.
3. CDHH will serve as the oversight board for deaf/hh education programs to ensure that the needs of all students are met and that programs are aligned to the deaf/hh education standards. The SBOE and the SDE will continue in their respective responsibilities to set standards for, monitor, and assist all educational programs in Idaho.
4. Deaf/HH education programs will include a continuum of communication options, including manual (signing) and auditory-oral (listening-speaking).
5. Deaf/HH education programs will include a continuum of placement options. This continuum will include services ranging from periodic consultation in mainstream environments by outreach consultants and/or regionally-based audiologists to direct-communication from certified teachers of the deaf in a deaf school with a residential component. The organizational chart below illustrates the major programs on this continuum.
6. Deaf/HH education services will continue to be provided to students in all regions of the state. State funds will be provided to regions in an appropriate manner to ensure all students receive appropriate services based on IEP decisions.
7. Deaf and Hard of Hearing education programs will be designed to meet standards recommended by the CDHH and adopted by the State Board of Education (SBOE).
8. The CDHH, SBOE, and SDE will work cooperatively to develop program standards by no later than July 2008.
9. The State will provide necessary funding and resources to support the administrative structure that is necessary to operate the statewide system.
10. As part of the 2007 legislative session, CDHH will receive funding to immediately hire a new deaf/hh education administrator to work with CDHH, the SDE, the SBOE, school districts, parents, and other experts to design the education programs, transition plan, and timeline. CDHH will also receive appropriate funding for support services related to this task. This administrator hired by CDHH may become the new statewide administrator for all deaf/hh education programs when the modified system goes into effect.

Idaho Council for the Deaf and Hard of Hearing

11. All current statewide programs will continue to operate during the transition period and will be moved into the new CDHH structure based on the timeline.



As noted above, a completely regionalized program is unworkable in this state. We oppose the final recommendations proposed by the workgroup because of the regional implications and because of the omission of the essential details in the Council's original recommendations that are outlined above. We are particularly troubled by the formation of a 3rd committee, run by the SBOE, because of its historical inability to create tangible outcomes. If a 3rd committee is formed by the SBOE, the Council intends to be fully involved.

The Council's recommendations are data-driven. We encourage policymakers to read through the recommendations in the following report and set policy that leaves no students behind.

Sincerely,

The CDHH Board of Directors

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Summary of Council's Recommendations

Summary of the Council's Recommendations:

1. Maintain a centralized administration entity to oversee the statewide deaf education delivery system rather than decentralizing or regionalizing the oversight function.
2. Use the CDHH Board of Directors as the permanent deaf education oversight board to consult with policymakers in designing and operating statewide programs for deaf and hard of hearing students. Additional experts may be added to or consult with the CDHH Board as needed. The SBOE and SDE will continue in their respective responsibilities to set standards for, monitor, and assist all education programs in Idaho.
3. Through legislative action, provide CDHH with proper funding and authority to hire a new expert administrator to work in conjunction with the CDHH Board in designing and proposing a modified statewide delivery system that is comprised of four distinct programs (see recommendation 4 below). This administrator will work under the direction of the CDHH Board for a period of one year to outline the implementation plan necessary to transition into the modified delivery system. During this year, ISDB's statewide agency will continue to operate as is. At the end of one year, CDHH and the State Board of Education will propose mutually supportive legislation that outlines a timeline for direct oversight responsibility to transition to the CDHH Board.
4. Ensure that four quality educational programs are provided and properly funded to serve the four unique categories of deaf and hard of hearing students. Each program needs to be managed by a(n) expert director(s) to ensure that high standards of quality are met. The number of students listed in each of the four programs below is based on accurate counts of these student groups as of May 31, 2006, which are shown in the larger report in terms of age and location.

This information is crucial in the development of a comprehensive plan for the state and the numbers shown, while approximate (because of slight changes which could occur over time), are nevertheless numbers that may be used for planning purposes. All four programs will also serve the needs of a small number of deaf and hard of hearing students who are multiply disabled. For the present purposes, multiply disabled students are folded into these four programs.

Idaho Council for the Deaf and Hard of Hearing

a. A direct-instruction deaf school with a residential component in an optimal location for the ≈ 75 older signing students who fit into this category is essential. See more detail and various advantages and disadvantages for the two most logical locations below.

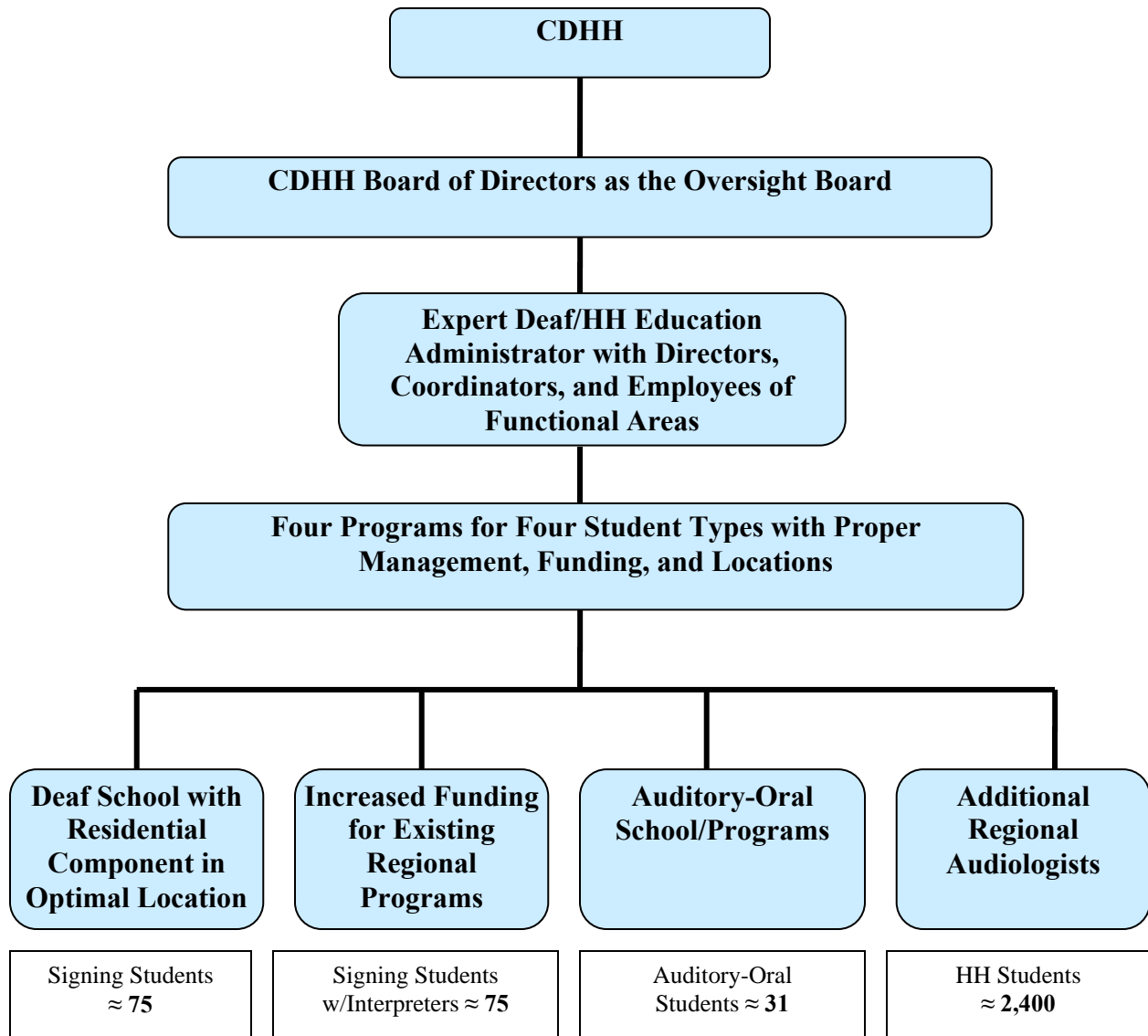
b. Increased local support and funding in mainstream settings for students who receive instruction through interpreters for the ≈ 75 younger signing students who primarily fit into this category is essential. Many of these students are currently located in nine small regional mainstreaming programs throughout the state. However, many mainstreamed deaf or hard of hearing students in Idaho are the only deaf/hh child in their school. For example, out of the 100 cities in Idaho that have deaf or hard of hearing students who have been identified, ≈ 30 of the cities only have one such child. Deaf signing students isolated like this are a concern but while they are younger the proximity of the family can be an advantage if the family commits to learning how to communicate with the child. The major group of younger students and a smaller number of the older signing students need support for this mainstreaming from specialized state resources to help local districts. These regional programs are only large enough to serve a limited number of students. In Idaho, multiple regional programs could never provide the critical mass needed to meet the social and group educational needs of older deaf students in particular.

c. A quality Auditory-Oral school and/or programs for the ≈ 31 students who fit into this category is essential. Most of these students are currently in the Boise area; quite a few are in Northern Idaho; and the others are distributed among the remaining regions. Idaho is one of the few states where a state-operated deaf school/agency provides an Auditory-Oral program. Most state-operated schools' communication systems are primarily based on sign language. Consequently, Auditory-Oral students typically receive their education from their LEA or a private option school. However, the CDHH board supports state-level resources being devoted to Auditory-Oral students through the centralized agency. Two or perhaps three regional programs may be needed for these students, particularly in their early years, until they are mainstreamed, and a level of central support is also needed as they grow older.

d. Up to seven additional audiologists (one more for each region) in strategic locations throughout the state to primarily serve the $\approx 2,400$ hard of hearing students in mainstream settings is essential. ISDB has provided some support to about $1/6$ of this group (≈ 400 students). About $3/4$ of the school age children in Idaho (the other 2000) do not currently have needed audiological support. Therefore, these audiologists will provide much needed help to identify the hard of hearing students in our state who are classically neglected and underserved because their LEA does not provide the needed services.

The early intervention program—run by ISDB's Outreach Consultants and the Department of Health and Welfare's Early Interventionists—would continue to operate as it is today. The Early Hearing Detection and Intervention (EHDI) program run by CDHH would continue to operate as it is today.

The general structural chart below illustrates the basic components of a diverse statewide system that will serve all deaf and hard of hearing students.



Rationale for CDHH's Recommendations

Oversight

The Council supports the continuation of a centralized agency managing deaf education statewide rather than a decentralized system of multiple regions forming their own small consortiums with multiple advisory boards.

Disbanding the centralized deaf education agency and expecting local school districts or regional consortiums to maintain high standards of quality and consistency is a recipe for chaos and disaster. The current agency, ISDB, is currently performing multiple statewide functions; if central oversight of those essential functions were not included in the new statewide system, LEAs and Infant-Toddler programs would be left to “reinvent the wheel” on their own. That would hurt many students.

A centralized body of expert administrators, directors, and employees who work with the CDHH Board of Directors, which is comprised of members from all regions, would be a sufficient means to maintain an understanding of local needs.

CDHH as the Expert Oversight Board

The reason for CDHH's existence is to advise and coordinate on issues that relate to deaf/hh individuals. CDHH has no other focus to distract it from this mission. The board of directors is comprised of experts from many areas of deafness and hearing loss, including a number of educators of the deaf and former consumers of the deaf/hh education system. In addition, the Board already has equal membership distribution from all areas of the state, which allows CDHH to understand and take into account regional differences and preferences. CDHH could also add state-level education experts to consult with the Board as needed. Creating an entirely new advisory board or multiple regional boards would be counterproductive and would consume resources that could otherwise be devoted to students. Of course, the SBOE and the SDE would continue in their respective responsibilities to set standards for, monitor, and assist all education programs in Idaho.

CDHH Hires New Transition Administrator

Because of CDHH's expertise in deafness and hearing loss, it makes sense for CDHH to hire an expert administrator to work with the CDHH Board in order to design and outline the implementation timeline for a modified statewide system. With sufficient resources granted to CDHH by legislative mandate, the Board and this individual would be able to collaborate with the current ISDB administration, SBOE, SDE, and other stakeholders to finalize a transition plan that would leave no child behind.

That way, current ISDB operations could remain in force while the implementation details are carried out by this team of experts that truly understands the intricacies of deaf education. Without an expert administrator and oversight board working in tandem together with the other statewide concerned parties and agencies, too many details will go uncovered and Idaho policymakers may seriously regret quickly-made decisions that failed to include careful planning and inclusion of people who understand deaf education.

Four Distinct Programs for Four Major Student Types

1. State-operated Deaf School. The Council strongly supports the continuation of a deaf school in an optimal location for students who need direct instruction in ASL, deaf adult role models, and a critical mass of students with whom they can freely communicate and participate in extra-curricular activities. The Council also sees the necessity and benefits of providing a residential component at or near this school. If Idaho were to discontinue such a central program we would join

only three other states in the entire country who do not currently provide a deaf school for their deaf students. This would be a mistake.

The number of signing students statewide from ages 10-21 is about 75 at present and will stay about this size for the next few years. The older signing students are primarily the ones who will want to attend a central program. The 75 younger children can be served in smaller regional programs and be near to family. One of the major aspects of the education is the social development, which many deaf students find more difficult as they mature. A critical mass of similar students who communicate in the same language ensures that this area, as well as many other areas, will continue to be a part of the educational development. The group of roughly 75 older students are primarily the ones who could participate in the central program. Because of this number we cannot in this state justify having more than one school of this kind.

More importantly, these numbers make a central program feasible, and eliminating this placement option from Idaho's continuum of services would be very unwise in the Council's judgment. At present, 43 of these students participate at the current residential school. Another disastrous consequence if this central program were discontinued would be the immediate need for 43 or more qualified interpreters that would be required for mainstreaming throughout the state. We simply do not have enough qualified interpreters to meet this increased demand, nor will there be enough in the foreseeable future, as it takes approximately five or more years of intense training to become qualified to interpret in the classroom.

The following is a summary of the numbers relating to schools for the deaf in the U.S.

Summary of U.S. Deaf School Findings

There are 121 deaf/hh schools in the U.S. Seventy-two of them are signing based; nine of them have both signing and Auditory-Oral programs; and 40 are exclusively Auditory-Oral.

There are 47 states that operate school(s) for the deaf/hh.¹ Nebraska sends students to the Iowa School for the Deaf, which is 13 miles from the former Nebraska school campus; Wyoming has made provisions for their students and does not currently have an instate program; Nevada has never had a school for the deaf, but Las Vegas Charter School for the Deaf is scheduled to open August of 2007².)

¹ New Hampshire is scheduled to open a Bi-Bi charter school in January of 2007. Because of the close proximity of this event to the publishing of this report, this school was included in the "47" number.

² Personal Communication with Caroline Preston-Bass on September 13, 2006. The school will be a Bi-Bi day school.

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If Idaho moves in the direction of these three states, we would abandon what has been one of the best residential schools in the country and at least 75 or more potential students would then be left with no convenient central location to pursue their education and their communication needs, particularly during their later school years.

There are two potential optimal locations for this school, the Boise area or the Twin Falls area. Boise has 530,000 in the five central counties near it. Twin Falls has 143,000 in the six central counties near it. Gooding County currently has only 14,000 residents so both Boise and Twin Falls would represent a major change to a more urban area. Listed below are some of the main advantages and disadvantages of each location.

BOISE

Advantages	Disadvantages
Four times the population of the Twin Falls Area from which to draw potential students and families	Real estate is more expensive
More employment opportunities for parents of deaf/hh children	Most staff would have to relocate
31 of the current older signing deaf students' hometowns are in the Treasure Valley	The families who have moved to the Magic Valley for ISDB will have to relocate
Greater long-term sustainability of a deaf school because of the population size	Some of the students may be "lost" in the transition
Easier for the school's administration to commute to the capitol city for meetings and legislative events, as well as a more convenient transportation hub in general	Transition time may take longer than if the school is relocated to Twin Falls
The Boise area is a more accessible transportation hub for the state	
There may be some advantage to recruit and retain qualified staff moving from other states; however this depends on whether staff prefer a large or a moderate sized urban area	
More work based learning placement opportunities as well as more post-secondary transition program institutions (e.g., BSU, Albertson's College, technical schools, etc.)	

TWIN FALLS

Advantages	Disadvantages
This is a central location for the lower half of the state. Eastern Idaho (Idaho Falls and Pocatello) and Boise are both less than two hours away. Those who fly from Northern Idaho can fly to either airport. Thus parental visits to Twin Falls will be equally plausible for Eastern and Western Idaho parents	The area population is four times smaller than in the Boise area
Regardless of where the school is located, about half of all older students will need to commute. Currently there are 31 in Boise and 23 in the Twin Falls areas. The other 40 or 50 students are faced with a commute	Over time, the advantage of the larger area may make it easier to sustain a critical mass of students in Boise as compared to Twin Falls
Many of the present staff could be retained without relocating Twin Falls is a major urban area of the state but not as large as Boise. Some staff may prefer Twin Falls because the traffic and urban congestion is not so great as in Boise	It may be more difficult to recruit and retain qualified staff because Boise is larger. Some may prefer Boise
Many of the families that have moved to the area for ISDB would not have to relocate There could be a loss of Eastern Idaho students if the school is moved to Boise. The net effect is hard to predict	There could be an increase in students if relocated to Boise, but the net effect cannot definitively be predicted
Less disruption for the existing ISDB students, meaning there could be a smoother transition	33% fewer signing students of all ages than in the Treasure Valley
23 of the older deaf signing day students live nearby so this is only 8 fewer than in Boise at the present time	8 fewer signing students live here as compared to the Treasure Valley, but in the long-term, the Treasure Valley will have more deaf students
College of Southern Idaho has a post-secondary transition program in place	Boise State University does not have an equally established post-secondary transition program in place

While the Council believes there are advantages and disadvantages to each location, the most optimal way to decide between the two is for an expert administrator to create an expert team in connection with the CDHH Board of Directors to systematically work through the implementation details.

When comparing the costs associated with educating deaf/hh students in a central deaf school versus a local school, policymakers would be well advised to remember that educating deaf children in local schools is also very expensive, as the recent OPE report points out. The expenses associated with providing qualified staff and support resources should not be underestimated. Hiring local qualified interpreters, audiologists, resource teachers, teachers of the deaf, mental health professionals, and other staff can be difficult and sometimes impossible. Furthermore, ensuring that classrooms and facilities meet widely accepted acoustics standards and visual alarm-system regulations should be taken into consideration.

Lastly, given that the *eligible* population of students who would most likely enroll in a deaf school program is 75 (ages 10-21), this placement option is a popular one among parents and LEAs. As a case in point, 43 deaf/hh students currently attend the Gooding campus. Almost all of them are 10 or older. This means that almost 60% of the traditionally *eligible* students statewide have chosen to enroll in ISDB rather than attend their LEA. Therefore, arguments claiming that “only 7% of the total deaf/hh students in Idaho attend ISDB” are not relevant because signing deaf students and hard of hearing auditory-oral students should not be compared programmatically. We must separate student types in order to accurately design programs that meet the IEP goals of individual students. Placement at the deaf school is still the most popular placement option for traditionally eligible students in Idaho.

It may appear that the Council’s report and recommendations contain an excessive amount of emphasis on the deaf school component of the placement continuum. While we realize that this placement option is one of several viable programs available to students, it is the only one being threatened by policymakers at the present time. Therefore, the Council believes it is appropriate to sufficiently substantiate the need for such a program to continue in Idaho.

2. Increased Support for Students Mainstreamed in their LEA. The Council supports an increase in funding for students who choose to mainstream in their local school districts. An appropriate funding model must be implemented so that local IEP and Individualized Family Service Plan teams have viable options.

3. Auditory-Oral School and/or Program(s). The Council supports increased funding and expert oversight of programs that educate students who communicate orally/aurally. As with the other programs listed above, the configuration and implementation details must be worked out by individuals who know and understand the nuts and bolts of Auditory-Oral education.

4. Regional Audiology Support for HH Students. Approximately 2,400 students in Idaho have mild to moderate degrees of hearing loss and primarily benefit from direct audiology support in their local LEAs. These students do not

need extensive services like profoundly deaf children because they are able to integrate quite easily into mainstream settings, if they have audiology support. The Council's recommendation to create a funding model that would facilitate up to seven additional regional audiologists is based on the fact that Idaho currently has a total of only eight part- to full-time regionally-based audiologists directly serving the districts. With more audiologists in place, and an integrated child count reporting system through which the audiologists could report numbers of students, policymakers and administrators would have much more accurate student counts and would therefore be able to better serve hard of hearing and deaf children.

Summary

In summary, the Council supports a continuum of placement and communication options. Idaho currently has a continuum in place, but the system can benefit from some modifications to ensure that funds are dispersed more appropriately and that experts oversee each of the distinct programs.

Lastly, the Council cautions policymakers that if one or more placement or communication options is eliminated from the continuum of services, Idaho will open itself to significant legal liabilities, and more importantly, leave some children behind.

Chapter 1: Intro to Hearing Loss and Deafness

An Audiological Perspective on Hearing Loss

Levels of hearing loss can range from mild to profound, as measured by decibels (dB) on an audiogram. Most audiologists agree that persons with a dB loss of 80-90 or greater can be considered deaf, and persons with a dB loss less than 80-90 can be considered hard of hearing.

Figure 1 below illustrates a practical representation of hearing loss levels without amplification.³

Figure 1: Representation of Hearing Loss Levels Without Amplification

Level of Hearing Loss	Decibel Level	Sound Equivalent
Typical or Standard	Less than 20 dB	
Mild	20-40 dB	Cannot hear a whispered conversation in a quiet atmosphere at close range
Moderate	40-60 dB	Atmosphere at close range
Severe	60-90 dB	Cannot hear speech; may only hear loud noises such as a vacuum cleaner or lawn mower at close range
Profound	Greater than 90 dB	Cannot hear speech; may only hear extremely loud noises such as a chain saw or the vibrating component of a loud sound

Source: Adopted and modified from AG Bell, What Can You Hear, accessed online, June 7, 2006: http://www.agbell.org/DesktopDefault.aspx?p=Hearing_Loss_Chart

³ Amplification refers to various types assistive technology devices that increase deaf or hard of hearing people's ability to detect and understand sound, such as cochlear implants or hearing aids.

Prevalence of Hearing Loss

Thirty-seven to 140 people per 1,000 in the United States have some degree of hearing loss⁴.

In Idaho, it is estimated that 3,500 people are deaf⁵ and over 100,000 are hard of hearing⁶. Many Idaho children in the public schools have a mild hearing loss, but have not been identified for one reason or another. This issue will be addressed in detail later in this report. For the present discussion, suffice it to say that there are approximately 600 identified, school age deaf or hard of hearing children in Idaho who are being served by the State.⁷

A Cultural Perspective on Deafness

People with hearing loss typically refer to themselves either as deaf or hard of hearing. These labels generally have more to do with self-identifying characteristics such as culture, community, and language orientation than they do with one's degree of hearing loss. For example, a person who has a 40-60 dB loss may consider himself Deaf because he more closely relates to the values shared by the Deaf community, such as American Sign Language.

"The Deaf community consists of...people who communicate visually, and who also share a wide variety of interests... Along with these shared traits have grown organizations, membership, values, norms, a status structure, roles, and a group history..."⁸

"To culturally Deaf people, deafness is valued, not as the loss of hearing, but as group identification and as part of one's personal identity. Many people with a strong Deaf identity would not want their hearing to return..."⁹ Moreover, American Sign Language (ASL) is the community's preferred language.

In the academic literature and in the remainder of this report, the "d" in the term "deaf" will sometimes be spelled with a lowercase and sometimes in capital form. "The use of the small 'd' in 'deaf' identifies deaf people in general from an audiological perspective. The use of the big 'D' as in

⁴ Gallaudet Research Institute, Accessed online, June 7, 2006: <http://gri.gallaudet.edu/Demographics/deaf-US.php>

⁵ Newman, M.T. (1992). *The Idaho Hearing Survey: Prevalence Estimates for the Deaf Population in Idaho*.

⁶ Christensen, R.A. (1992). *The Idaho Hearing Survey: Prevalence Estimates for the Hard of Hearing Population in Idaho*.

⁷ ISDB Student Statewide Demographics Quarterly Report (3-31-06)

⁸ The Deaf Community, pg. 1, Terrie Towle, R.N.C., year unknown.

⁹ The Deaf Community, pg. 21, Terrie Towle, R.N.C., year unknown.

'Deaf' identifies those individuals who consider themselves culturally deaf."¹⁰

Hard of Hearing Individuals

Just as a person with a dB loss of 40 may consider himself Deaf, an individual with a dB loss of 90 may consider herself hard of hearing because she more closely relates to hearing people than Deaf people.

"The term 'hard of hearing' refers to people who have a mild to profound hearing loss. These individuals have some degree of hearing, and make use of this 'residual hearing' to communicate, often supplemented with devices (hearing aids or assistive listening systems) or techniques (speech-reading or lip-reading). Culturally, most hard of hearing people consider themselves to be hearing people who just don't hear well. In general, most identify more with hearing people than with the Deaf community. Some may have difficulty admitting they have a hearing loss and may try to hide it."¹¹

Communication Systems

Deaf and hard of hearing people communicate via several major communication systems. Each method falls somewhere on a continuum between manual and oral communication (see Figure 2 and Figure 3). Below is a brief description of each major system.

American Sign Language

American Sign Language (ASL) is...a visual language, not a spoken language. One or both hands are used to make signs, and meaning depends on visual components such as shape of the hands, the space in which the sign is displayed, orientation of the hand when signing, and the movement of the hands... ASL is a language distinct from English. Therefore, it has its own grammar and syntax (rules for arranging words to form meaningful sentences and phrases). In ASL words are not represented in English word order... Like all living languages, ASL is continually evolving. New signs representing new vocabulary are added, while outdated signs fall by the wayside. This makes it possible to express anything in ASL that can be expressed in English.¹²

Signed English (Manually Coded English)

As the name implies, the purpose of Manually Coded English (MCE) systems is to "translate" spoken English into manual signs. That is, these systems are not distinct languages as ASL is. Instead, the signs for words are represented in the same order as in English, and invented signs are used in some systems to convey tenses, plurals, possessives, and other syntactical aspects of English.

¹⁰ A Cultural Identity: Peace & Grace in Being What You Are, Jack R. Gannon, pg. 260, as quoted in Choices in Deafness: A Parent's Guide to Communication Options, Second Edition, Edited by Sue Schwartz

¹¹ Colorado Commission for the Deaf and Hard of Hearing, About...Being Hard of Hearing, What Does Hard of Hearing Mean?, accessed online June 7, 2006:

<http://www.cdhs.state.co.us/deafcommission/infocenter/Bookmarks/about...beinghardofhearing.htm>

¹² Quoted from Choices in Deafness: A Parent's Guide to Communication Options, Second Edition, Edited by Sue Schwartz, pp. 277-278.

The conceptual base of ASL, however, is maintained in most of these sign systems. The most commonly used systems of Manually Coded English are Signed English, Seeing Essential English (SEE I), Signing Exact English (SEE II), and Contact Signing... Someone who uses one system can often communicate fairly easily with someone who uses another.¹³

Cued Speech

Cued Speech is a system of using handshapes to supplement speechreading. These handshapes are *phonemically* based—that is, they are based on the sounds the letters make, not the letters themselves. Cued Speech is comprised of eight handshapes that represent groups of consonant sounds, and four positions about the face to represent groups of vowel sounds. Combinations of these hand configurations and placements show the exact pronunciation of words in connected speech, by making them clearly visible and understandable to the Cued Speech recipient. Cued Speech allows [a person] to ‘see-hear’ precisely every spoken syllable that a hearing person hears.¹⁴

Auditory-Oral

This approach encourages children to make use of the hearing they have (called residual hearing) using hearing aids or cochlear implants. Speechreading, sometimes called lipreading, is used to supplement what’s detected through residual hearing. In this approach, children learn to listen and speak but do not learn sign language...¹⁵ Further, this ability is best developed in an environment in which spoken communication is used [extensively]. This environment includes both the home and classroom.¹⁶

Auditory-verbal

A key element of this approach is teaching children to make effective use of their residual hearing — either via hearing aids or a cochlear implant. Therapists work one-on-one with the child to teach him or her to rely only on listening skills. Because parent involvement is an important part of the auditory-verbal approach, therapists also partner with parents and caregivers to provide them with the skills they need to help the child become an auditory communicator. In this approach, neither speechreading nor the use of sign language is taught.¹⁷ Further, this ability is best developed in an environment in which spoken communication is used [extensively]. This environment includes both the home and classroom.¹⁸

¹³ Quoted from Choices in Deafness: A Parent’s Guide to Communication Options, Second Edition, Edited by Sue Schwartz, p. 278.

¹⁴ Cued Speech: A Professional Point of View, Barbara Williams-Scott and Elizabeth Kipila, Quoted from Choices in Deafness: A Parent’s Guide to Communication Options, Second Edition, Edited by Sue Schwartz, p. 118.

¹⁵ Quoted from the Office of Special Education and Rehabilitation Services, Communication Options, Auditor-Oral, accessed online May 22, 2006:
http://www.ed.gov/about/offices/list/osers/products/opening_doors/eco.html

¹⁶ Quoted from Help and Hope: Family Resource Guide, p. 95, Idaho CDHH, 2006.

¹⁷ Quoted from the Office of Special Education and Rehabilitation Services, Communication Options, Auditory-Oral, accessed online May 22, 2006:
http://www.ed.gov/about/offices/list/osers/products/opening_doors/eco.html

¹⁸ Quoted from Help and Hope: Family Resource Guide, p. 95, Idaho CDHH, 2006.

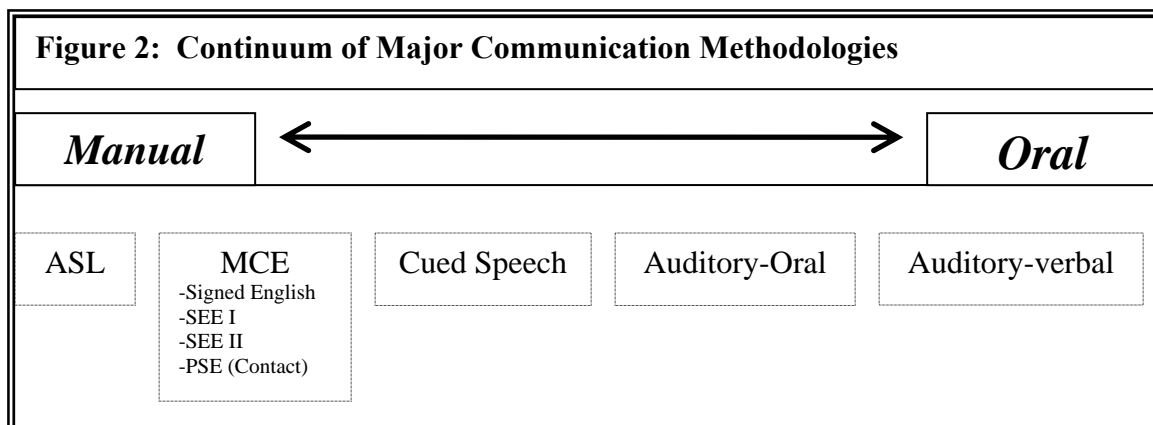
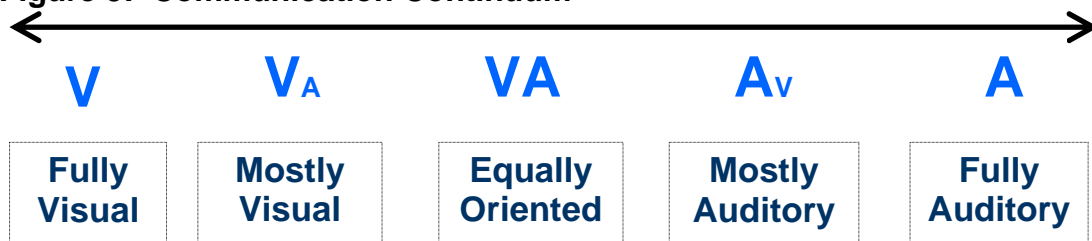


Figure 3: Communication Continuum*



*JMU-GEIC
ASHA 2005

Amplification and Assistive Technology

Significant technological advances relating to deaf and hard of hearing people have taken place in recent years. Below is a brief description of some common amplification and assistive technologies used among these populations.

Cochlear Implant

A cochlear implant is a small, complex electronic device that can help to provide a sense of sound to a person who is profoundly deaf or severely hard of hearing. The implant is surgically placed under the skin behind the ear. An implant has four basic parts:

A *microphone*, which picks up sound from the environment;

A *speech processor*, which selects and arranges sounds picked up by the microphone;

A *transmitter and receiver/stimulator*, which receive signals from the speech processor and convert them into electric impulses;

And *electrodes*, which collect the impulses from the stimulator and send them to the brain.



An implant does not restore or create normal hearing. Instead, under the appropriate conditions, it can give a deaf person a useful auditory understanding of the environment and help him or her to understand speech.¹⁹

Digital Hearing Aid

All hearing aids consist of three major components: microphone, an amplifier and a loudspeaker. They are kept together in a protective case which is often made of plastic.

The above-mentioned components form part of every hearing aid. Furthermore, in digital hearing aids a small computer can be programmed to manipulate the signals to fit the hearing loss of the hearing-impaired person.



Some hearing aids have volume controls and other control functions which can be used for individual adjustment.²⁰

Assistive Technology Devices

Deaf and hard of hearing individuals utilize many assistive technology devices that enable them to overcome communication barriers resulting from hearing loss. These devices include, but are not limited to videophones, text telephones, FM systems, and signaling devices.

¹⁹ National Institute on Deafness and Other Communication Disorders, What is a Cochlear Implant?, accessed online June 9, 2006: <http://www.nidcd.nih.gov/health/hearing/coch.asp>

²⁰ Hear-it, How Does a Hearing Aid Work?, accessed online June 9, 2006: <http://www.press.hear-it.org/page.dsp?page=256>

Chapter 2: Intro to Deaf Education

One Size Does Not Fit All

“A complicating issue regarding language development for deaf and hard of hearing children is the ongoing debate over which approach to communication is most beneficial. The debate primarily centers around whether oral (spoken) versus manual (signed) communication is preferable. Parents typically choose the child’s mode of communication, although this choice may change over time.”²¹

“Educational programs for the deaf and hard of hearing often specialize in a particular mode of communication... Under federal law, students’ Individual Education Plans (IEPs) determine the mode of communication and related educational supports needed, such as sign language interpreters or speech teachers”²².”²³

“The research literature does not permit a declaration that a particular mode of communication contributes to improved academic achievement for deaf students. The low achievement of many deaf and hard of hearing students is related to delays in language and communication, which are in turn related to low English literacy skills. Proficiency in *any* language, spoken or signed, is a precondition to learning to read and write”.²⁴

“What language is used matters less than early and consistent communication with the family.”²⁵ Later, if the language used in instruction matches a student’s preferred mode of communication, academic achievement and social adjustment improve²⁶.”²⁷

²¹ Easterbrooks (2002), p. 10.

²² Code of Federal Regulations 34 §300.346.

²³ Pennucci, A. & Lidman, H. (2006). *Comparative Review of Washington State Schools for Students With Sensory Disabilities*, p. 12.

²⁴ Connie Mayer and C. Tane Akamatsu, “Bilingual-Bicultural Models of Literacy Education for Deaf Students: Considering the Claims,” *Journal of Deaf Studies and Deaf Education* 4 (1999): 2.

²⁵ Easterbrooks, “Modes of Communication,” 14.

²⁶ Gary Long et al., “Students’ Perceptions of Communication Ease and Engagement: How They Relate to Academic Success,” *American Annals of the Deaf* 136 (1991): 419.

²⁷ McLain, B. & Pennucci, A. (2002). *Washington School for the Deaf: Models of Education and Service Delivery*, p. 46.

Educational Communication Philosophies

Educational institutions and programs typically adopt a general educational communication philosophy. Factors such as administrative expertise, funding structure, number of students, location, and demand usually drive the philosophy. The philosophy may remain static, slowly evolve over time, or drastically change based on a number of variables. Each major educational communication philosophy is briefly described below.

Bilingual-Bicultural

"Bilingual-Bicultural [Bi-Bi] education is an approach to educating deaf children that incorporates the use of American Sign Language (ASL) as the primary language of instruction in the classroom. English is taught as a second language through reading and writing print (Reynolds, 1994). In addition, the Bi-Bi approach supports instruction in deaf culture, including history, contributions, values, and customs of the deaf community. In other words, Bi-Bi means 'learning two languages and two cultures' (Reynolds, 1994). The goals of a Bi-Bi education are to help deaf children establish a strong visual first language that will give them the tools they need for thinking and learning to develop a healthy sense of self through connections with other deaf people."²⁸

"Although deaf and hard of hearing children and youth have the potential for effective communication and well-developed languages, they have been historically viewed within, and relegated to, a 'medical/pathological model.' They are viewed from a dysfunctional perspective that claims something is wrong with their communication and language, and therefore the educational system must 'fix' this problem. [Some people believe] the medical/pathological model has compromised and harmed individuals who are deaf or hard of hearing, reducing their culture, communication and language to an 'illness' or a 'disability.' The Deaf/Hard of Hearing communities have 'spoken' clearly and compellingly about why they represent a highly functional linguistic and cultural minority (Lane, 1989²⁹)."³⁰

Auditory-Oral / Auditory-verbal

While each has its own unique characteristics, the Auditory-Oral (A/O) and auditory-verbal (A/V) systems are sometimes used synonymously when referring to educational communication philosophies. For the purposes of describing the educational environment in which these systems are effectively used, A/O and A/V will be referred to as a singular educational approach.

Essentially, this educational philosophy supports the total inclusion of deaf and hard of hearing children in a mainstream environment. Through amplification technology, students are taught to use their residual hearing to acquire spoken language skills. "The goal of auditory-verbal practice is that children who are deaf or hard of hearing can grow up in regular learning and living environments, enabling them to become independent, participating, and contributing citizens in mainstream society. The auditory-verbal philosophy supports the basic human right that children with all degrees of hearing impairment deserve an opportunity

²⁸ Quoted from *Choices in Deafness: A Parent's Guide to Communication Options*, Second Edition, Edited by Sue Schwartz, pp. 89-90.

²⁹ Lane, H. (1989). *The Mask of Benevolence: Disabling the Deaf Community*. San Diego, CA: DawnSign.

³⁰ New Mexico Task Force Report 2003 on Education of the Deaf and Hard of Hearing, p. 6.

to develop the ability to listen and to use verbal communication within their family and community constellations.”³¹

“The objective of cochlear implants in children is to restore enough hearing to be able to hear speech and potentially develop oral skills.³² However, success rates vary widely. Not all children who receive an implant communicate orally, and those who do may still have language delays. Outcomes of cochlear implants are affected by the age of implantation (the younger, the better), level of family commitment to and participation in speech training, and the presence of additional disabilities.”³³

When implants are successful, children who were deaf become functionally hard of hearing (i.e., they may respond to auditory clues, communicate orally, and become more likely to attend mainstream classes).³⁴ There is an ongoing debate over whether children with cochlear implants should communicate via oral or signed language, or both.³⁵ In any case, students with cochlear implants need specialized instruction focused on language development and require continuous follow-up to ensure the implant is functioning properly.”³⁶

Total Communication

“When the term was first introduced into our vocabularies in the 1970's, [Total Communication] meant the right of a deaf child to use all communication modalities available to acquire linguistic competence... In practice, Total Communication programs may use signs, speech, gestures, speechreading, amplification, and/or fingerspelling to provide linguistic input to deaf children. In Total Communication programs, children typically are allowed to express themselves in their preferred communication modalities... [Programs] may differ in the value and emphasis they place on each communication modality.”³⁷

In practice, some institutions and programs have morphed the original Total Communication philosophy into a *methodology* where sign and speech are used simultaneously (i.e., simultaneous communication). While some children succeed with this methodology, many experts believe it is detrimental to a child's education because it is impossible to accurately and completely convey all linguistic content, meaning, and nuances while attempting to use two languages at the same time. For this reason, a number of institutions and programs are adopting a comprehensive communication philosophy to avoid the notion that their programs advocate a simultaneous communication approach.

³¹ The Auditory-Verbal Approach: A Professional Point of View, Warren Estabrooks, Quoted from Choices in Deafness: A Parent's Guide to Communication Options, Second Edition, Edited by Sue Schwartz, p. 55.

³² Laughton, J. (1997). Educating children who are deaf or hard of hearing: Cochlear implants. *ERIC Digest*, 554. (ERIC No. ED414672).

³³ Samson-Fang, L., et al. (2000). Controversies in the field of hearing impairment: Early identification, educational methods, and cochlear implants. *Infants and Young Children*, 12:84-85.

³⁴ Daya, H., Ashley, A., Gysin, C., & Papsin, B. (2000). Changes in educational placement and speech perception ability after cochlear implantation in children. *The Journal of Otolaryngology* 29(4): 224-228.

³⁵ See Connor, C.M., Hieber, So., Arts, H.A., & Zwolan, T.A. (2000). Speech, vocabulary, and the education of children using cochlear implants: Oral or total communication? *Journal of Speech, Language and Hearing Research* 43(5): 1185-1204.

³⁶ Pennucci, A. & Lidman, H. (2006). *Comparative Review of Washington State Schools for Students With Sensory Disabilities*, p. 12.

³⁷ Total Communication: A Professional Point of View, Barbara Bodner-Johnson, Quoted from Choices in Deafness: A Parent's Guide to Communication Options, Second Edition, Edited by Sue Schwartz, p. 209.

Comprehensive Communication

Some institutions may have Bi-Bi, Cued Speech, and Oral programs under their educational umbrella. Consequently, a growing number of institutions believe it is more accurate to describe themselves as supporting a comprehensive communication approach as opposed to a Total Communication approach.

“Through the philosophy of comprehensive communication, teachers and students are able to choose which method of communication works best for them. This approach to communicating promotes an accepting and positive classroom environment, allowing students to focus their attention on what is really important, learning.”³⁸

This philosophy is different from Total Communication in that a single institution may have compartmentalized programs (Bi-Bi, Auditory-Oral, etc.) within its educational offerings in an effort to support families and students in choosing the communication system that works best for them.

Early Intervention

Researchers and educators agree that “early intervention is critical to mitigate language and other developmental delays... Early intervention focuses on learning a mode of communication and language acquisition. Because the critical period for language acquisition is the first five years of life, early identification of hearing losses is important... Parent training is a critical component of early intervention, because for young children, parents are the primary individuals who communicate with them and are responsible for organizing children’s physical and social environments... Increasing attention has been paid to universal newborn hearing loss screening and intervention, nationally and in [Idaho] State.”³⁹

Common Placement Options

Many placement options exist and each state’s delivery model offers various levels of support in each placement. Below is a brief description of the most common placement options.

Mainstreaming (General Education Classroom)

Regardless of the type of communication methodology, some deaf and hard of hearing students are fully mainstreamed. Students who use a manual form of communication may have an interpreter or transliterator and thereby receive their education indirectly through mediated instruction. Students who use Auditory-Oral communication may have amplification technology to assist them in receiving direct instruction through spoken language.

Mainstreaming with Supplemental Support (General Education Classroom)

Some students in the mainstream environment require additional support beyond the regular classroom. Regardless of their communication methodology, they may be pulled out for various one-on-one services during the day (such as

³⁸ St. Rita School for the Deaf, Comprehensive communication : Each Student Learns in Their Own Way, accessed online June 9, 2006:

<http://www.srsdeaf.org/Campus%20Happenings/CCommunication/ccommunication.htm>

³⁹ Pennucci, A. & Lidman, H. (2006). *Comparative Review of Washington State Schools for Students With Sensory Disabilities*, p. 14.

speech therapy or sign language instruction). Additionally, they may receive instruction from a special education resource teacher or an itinerant teacher of the deaf for a portion of the day in a specific subject area to enhance the students' education.

Regional Mainstreaming Magnet Program (Center-based Program)

Some states develop consortiums of nearby school districts in an effort to pool resources by creating clusters of deaf and hard of hearing students. With this approach, a "hub" school district designates one or more magnet schools to serve the students in that geographical region. While the students in this model receive most of their instruction in the mainstream classrooms, they may receive supplemental support from resource teachers, teachers of the deaf, and other professionals during part of the day. This type of model accommodates programs that teach various communication methodologies. Hub districts usually charge tuition for surrounding districts' students. The sending districts typically pay transportation costs.

Regional Direct Instruction Magnet Program (Center-based Program)

Some states have established hybrid deaf school programs on the campuses of public mainstream schools. In this configuration, students have the option to receive direct instruction from teachers of the deaf all day in the co-located deaf program or they can attend the deaf program for a portion of the day and the mainstream program for a portion of the day. These types of programs typically draw from a regional base of students. This configuration can accommodate either manual or oral programs. Usually, a separate building or facility is designated to serve the deaf students who thrive in a direct instruction environment. The faculty for the deaf program includes a full set of subject-area certified teachers of the deaf. Advanced students also have access to high-level, specialized courses offered in the co-located mainstream campus.

Co-Enrollment Model (Center-based Program)

"Some center-based programs for deaf and hard-of-hearing students offer a co-enrollment model. In this model, deaf, hard-of-hearing, and hearing students are co-enrolled in a classroom that utilizes the general education curriculum. The class is co-taught by a general education teacher and a teacher of the deaf and hard of hearing. In a co-enrollment classroom, both the general education teacher and the teacher of the deaf and hard of hearing [are] proficient in communicating with deaf and hard-of-hearing students in their primary language and preferred mode of communication."⁴⁰

Day School for the Deaf (State/Charter School for the Deaf)

A day school for the deaf is a full-service school where students are taught at a separate campus directly by certified teachers of the deaf in all subject areas. Day schools for the deaf usually have all the amenities of public mainstream schools, such as counselors and nurses. Additionally, day schools have extra-curricular programs such as student government, athletics, and drama. These schools draw from regional or statewide pools of deaf and hard of hearing students. A critical mass of students exists and deaf role models are abundant. Some students attend nearby public schools with the services of an interpreter for certain courses during the day. The students go home in the afternoons and are bused to and from the school on a daily basis. The students' home school districts usually pay for transportation costs.

⁴⁰ Colorado Quality Standards: Programs and Services for Students Who are Deaf and Hard of Hearing. Colorado Department of Education, Exceptional Student Services, August 1, 2004, p. 35.

Residential School for the Deaf

A residential school is a full-service school exactly like a day school for the deaf described above, but with an additional residential component. Students from all over the state, or from other states, attend the school during the daytime, stay in the cottages during the nights, and return home on the weekends, or at designated times throughout the year. In this configuration, a Cottage Life program is available for students where specialized nursing, food service, and academic assistance is at their disposal during the evenings. In addition to students who commute weekly, residential schools usually have a fair number of day students attending the school who live nearby. Many families move within close proximity to residential schools so their children can come home at night but also participate in the amenities of a deaf school environment.

Private Option Schools

Privately funded or not-for-profit organizations have developed “option” schools in some states and communities. Option schools exist for all communication methodologies. Sometimes local public schools or State-run deaf schools do not have adequate resources to properly serve deaf and hard of hearing students so they send the students to option schools by paying transportation and tuition. Through this arrangement, the local school meets its obligation to provide a free and appropriate education even though its internal resources are lacking, and the student receives enhanced services, typically from qualified staff who have expertise in the child’s communication methodology. As all state-funded schools for the deaf are primarily sign language based, most private option schools teach with the Auditory-Oral approach.

Home Schooling and Virtual (online) Academies

Some parents decide to home school their deaf or hard of hearing child. Often, a decision to home school is made because the family does not live in close proximity to adequate educational services.

Least Restrictive Environment

“The unique educational needs of deaf [and] hard of hearing...students are recognized in special education policy in the United States. The federal Education for All Handicapped Children Act (now known as the Individuals with Disabilities Education Act or IDEA) states that every child is entitled to a ‘free appropriate public education’ (FAPE) in the ‘least restrictive environment’ (LRE) possible.”

“This is usually interpreted to mean that, whenever possible, children with disabilities should attend mainstream classes in local public schools.⁴¹ [However,] the law also recognizes that students with disabilities have a wide range of educational needs and mandates that school districts make available a spectrum of educational placements.⁴² Students’ IEPs dictate which placement is most appropriate.”

“‘Least restrictive placement’ is not always defined the same for all students. In particular, the assumption that deaf children should be

⁴¹ Cohen, O.P. (1994). Introduction. In Implications and complications for deaf students of the full inclusion movement, 2-3. *Occasional Paper*, 94-2. Gallaudet Research Institute.

⁴² U.S. Department of Education. (1992). *Notice of Policy Guidelines*; 34 CFR § 300.551.

educated among hearing students has been questioned by some educators, researchers, and parents. Providing instruction to deaf children in a mainstream classroom through sign language interpreters or other communication means is not always considered the 'least restrictive' setting. The need for direct communication with teachers and staff, as well as opportunities for social interaction with peers, are factors in determining the most appropriate placement for deaf students⁴³.⁴⁴

The U.S. Department of Education issued a Notice of Policy Guidance⁴⁵ to clarify the concept of LRE for deaf children. It states that "...the least restrictive environment provisions of the IDEA and Section 504 are interpreted, incorrectly to require the placement of some children who are deaf in programs that may not meet the individual student's educational needs... Any setting, including a regular classroom, that prevents a child who is deaf from receiving an appropriate education that meets his or her needs including communication needs is not the LRE for that individual child..."

"The Secretary is concerned that some public agencies have misapplied the LRE provision by presuming that placements in or closer to the regular classroom are required for children who are deaf, without taking into consideration the range of communication and related needs that must be addressed in order to provide appropriate services."

"The Secretary recognizes that the regular classroom is an appropriate placement for some children who are deaf, but for others it is not... Just as placement in the regular education setting is required when it is appropriate for the unique needs of a child who is deaf, so is removal from the regular educational setting required when the child's needs cannot be met in that setting with the use of supplementary aids and services... For [some], a center or special school may be the least restrictive environment in which the child's unique needs can be met. A full range of alternative placements...must be available to the extent necessary to implement each child's IEP."

"Due to limitations in research design when studying such low incidence disabilities, research is inconclusive regarding what educational placement is most academically beneficial... The research consensus is reflected in

⁴³ Innes, J. (1994). Full inclusion and the deaf student: A deaf consumer's review of the issues. *American Annals of the Deaf* 139: 155...

⁴⁴ Pennucci, A. & Lidman, H. (2006). *Comparative Review of Washington State Schools for Students With Sensory Disabilities*, p. 15.

⁴⁵ U.S. Department of Education. (1992). *Notice of policy guidance: deaf students education services*. (FR Doc. 92026319). Retrieved from <http://www.ed.gov/about/offices/list/ocr/docs/hq9806.html> on June 16, 2006.

federal law: a range of placements is required to meet the variety of needs among students...”⁴⁶

“While federal law mandates that school districts make available a continuum of educational placements, it does not require states to operate residential schools for students with sensory disabilities. Most states do, however, operate such schools...”⁴⁷

“States that do not operate such schools must send students to schools in other states or private in-state facilities if their IEP dictates a residential placement; in these cases, tuition and transportation costs are usually paid by the local school district [e.g., Nebraska, Nevada, and Wyoming].”⁴⁸

This practice complies with federal requirements “that education agencies (such as school districts) make a continuum of alternative placements *available* to students, including residential and special schools: 34 CFR § 300.551.”⁴⁹

⁴⁶ Pennucci, A. & Lidman, H. (2006). *Comparative Review of Washington State Schools for Students With Sensory Disabilities*, p. 15.

⁴⁷ Pennucci, A. & Lidman, H. (2006). *Comparative Review of Washington State Schools for Students With Sensory Disabilities*, p. 16.

⁴⁸ Pennucci, A. & Lidman, H. (2006). *Comparative Review of Washington State Schools for Students With Sensory Disabilities*, p. 16.

⁴⁹ McLain, B. & Pennucci, A. (2002). *Washington School for the Deaf: Models of Education and Service Delivery*, p. 72.

Special Education Law for Deaf and Hard of Hearing Students

Many federal requirements apply to deaf and hard of hearing students. Below is a brief summary⁵⁰ of these requirements.

Federal Requirements

Federal laws governing the provision of education to sensory-impaired students are now several decades old. Amendments and developments of these laws have solidified rights of students and their parents or guardians, as well as established a framework of important concepts to guide states.

Section 504. This section of the Rehabilitation Act of 1973 is a federal civil rights statute that does not allow discrimination on the basis of disability by any program or activity receiving federal funds. It affects all operations of state and local educational agencies, such as the provision of services, accessibility, evaluations and transition plans, employment, and other aspects of compliance.

Free Appropriate Public Education (FAPE). This concept guarantees the following to children with disabilities:*

- Special education and other services at no cost
- Education in accordance with established state standards
- Meet the needs of student's individualized education program

Least Restrictive Environment (LRE). Established in the Individuals with Disabilities Education Act (IDEA), children with disabilities should be educated as much as possible with children who are not disabled, preferably in a 'regular educational environment.' Additionally, 'each public agency is' required to provide a continuum of placements for educating children, chosen for each child on an individual basis, ranging from the least restrictive to the most restrictive.**

Individualized Education Program (IEP). The Individuals with Disabilities Act established the requirement for children with disabilities to have an IEP or written statement of educational and transitional needs, goals, placement decisions, and other educational decisions agreed upon by parents, teachers, and other service providers. States must ensure that IEP teams determine the services a child should receive, as well as where a child is educated and that these plans are implemented.

Procedural Safeguards. IDEA requires state and local educational agencies to establish procedural safeguards to protect the rights of children and families in the IEP process, such as informed consent, confidentiality, and parental involvement. Notification of these rights must be provided to parents/guardians in their native language in 'easily understood prose' and in the child's 'mode of communication.'***

* *Education for All Handicapped Children Act of 1975*, Pub.L., 94-142, 20 USC § 1401 (8) FAPE (1975).

**The least restrictive environment for a hearing-impaired child who uses sign language may be a residential school, such as ISDB, because it provides an environment where everyone uses sign language so communication is less restrictive than in a mainstream classroom. This is supported by guidance on the least restrictive environment offered by the US Department of Education. Fed. Reg. 57.211 (1992).

***Celeste Johnson, *How the Individuals with Disabilities Education Act (IDEA) Applies to Deaf and Hard of Hearing Students* (Washington, D.D.: Laurent Clerc National Deaf Education Center, Gallaudet University, 2000), 23.

⁵⁰ Quoted from the Office of Performance Evaluation's report on the Idaho School for the Deaf and the Blind, p. 8.

Academic and Social Outcomes of Placement Options

“The research literature provides no definitive evidence that one instructional setting is more academically beneficial for students than another. Some research has shown that deaf and hard of hearing students who are mainstreamed have higher levels of literacy and academic achievement, but studies comparing different educational placements do not account for prior achievement.⁵¹ That is, mainstreamed students may perform better academically because they already showed academic promise before being mainstreamed.”

“Students in special classrooms or schools for the deaf may have worse performance because they were already lagging behind their peers before being placed in these settings. Furthermore, the evidence is not consistent that deaf and hard of hearing students in public schools have higher achievement: some research has found that students in schools for the deaf outperform students in self-contained classrooms in public schools.”⁵²

“Easterbrooks concluded that ‘a successful placement is one that meets the unique needs of the individual child. Neither residential schools nor completely mainstreamed programs can adequately serve all children with hearing loss.’⁵³

Placement decisions can affect social outcomes as well. “...Deaf students can experience social isolation in mainstream educational settings, primarily due to the difficulties of communication.⁵⁴ Difficulties of communication can lead to low class participation, few close peer friendships, and limited participation in social activities associated with school.⁵⁵ The social and communication opportunities in residential schools for the deaf are cited as a key reason for why students and parents choose them.”⁵⁶

“Preferred mode of communication is a factor in students’ adjustment to their learning environment. Not surprisingly, researchers have found that students who rely on sign language are better adjusted to environments with other deaf students; students with better spoken language skills are

⁵¹ Easterbrooks, “Modes of Communication,” 17.

⁵² Judith Holt, “Classroom Attributes and Achievement Test Scores for Deaf and Hard of Hearing Students,” *American Annals of the Deaf* 139 (1994): 433, 436-437.

⁵³ Easterbrooks, “Modes of Communication,” 18.

⁵⁴ Stinson and Whitmire, “Adolescents Who Are Deaf,” 62-66; Foster, *The Impact and Outcome of Mainstreamed and Residential School Programs*, 22.

⁵⁵ Gwendolyn Cartledge and Lessie Cochran, “Social Skill Self-Assessments by Adolescents with Hearing Impairment in Residential and Public Schools,” *Remedial and Special Education* 17 (1996): 32.

⁵⁶ Stinson and Whitmire, “Adolescents Who Are Deaf,” 63; Foster, *The Impact and Outcome of Mainstreamed and Residential School Programs*, 23.

better adjusted to being with hearing students.⁵⁷ Family involvement, communication and support from teachers and peers, high expectations, and extracurricular and social opportunities are important aspects of successful learning environments.⁵⁸ These attributes are not necessarily confined to one type of educational setting.”⁵⁹

⁵⁷ Easterbrooks, “Modes of Communication,” 17.

⁵⁸ Ibid., 18.

⁵⁹ McLain, B. & Pennucci, A. (2002). *Washington School for the Deaf: Models of Education and Service Delivery*, p. 48.

Chapter 3: Intro to Idaho Deaf Education Reform

In recent years, Idaho policymakers have become increasingly interested in deaf and hard of hearing (deaf/hh) education. Discussions about the Idaho School for the Deaf and the Blind's (ISDB) rising costs per student, declining enrollment, underutilized campus facilities in Gooding, and increasing demand for outreach services have captured the attention of Idaho legislators, stakeholders, and media in recent months.

These issues have led to several formal, government-sponsored inquiries into ISDB campus operations as well as assessments of Idaho's statewide deaf/hh education delivery system. Whereas some individuals are in support of immediate, drastic changes to the system, others want to see a careful and deliberate process undertaken with the consultation of experts in deaf/hh education so that improvements and changes to the system will be successful in the short- and long-term.

The Idaho Council for the Deaf and Hard of Hearing (CDHH) agrees with the latter approach.

Accordingly, through consultation with local and national experts in the field of deaf education and related disciplines, CDHH presents this research report, which outlines information on local and national trends, scholarly research findings, and best practices from other states.

Most importantly, the CDHH Board has developed viable recommendations. These recommendations were constructed through a careful process of assimilating local and national data from this report and applying the information to Idaho's unique socio-geographical and educational needs.

Chronology of Recent Events

While some individuals have been less than satisfied with Idaho's deaf/hh delivery model for quite some time, a recent chain of closely related events has led to present discussions about potential imminent changes. The following chronological summary outlines these events. This summary is not intended to be a comprehensive discussion of every event that has led up to the current moment. Rather, it is intended to provide readers with a basic contextual understanding of what has transpired over the past several years.

Some Parents Express Concerns about Lack of Auditory-Oral Education Resources

November 1999 to present

Some parents of deaf/hh children in the Treasure Valley were unsatisfied with the lack of resources allocated to oral (non-signing) education. A series of letters were exchanged between these parents, the Governor's Office, the State Board of Education (SBOE), the State Department of Education (SDE), the Idaho School for the Deaf and the Blind (ISDB), the Joint Finance-Appropriations Committee (JFAC), and Senator Hal Bunderson.

Essentially, the parents were bringing their concerns to the attention of policymakers in an effort to increase funding for Auditory-Oral educational services. The parents argued that the presence of a costly residential campus operation consumed the majority of the deaf/hh education funds in an inequitable way, leaving other students with insufficient resources. They further contended that Idaho's delivery model favored signing-based communication and inherently discriminated against families who chose oral communication.

The following are selected quotes from some of these letters:

Parents to Former Governor's Office – *"Parents of the hearing impaired remain uninformed of all options, and important language goals are set without a full understanding of the ramifications of these choices... After feeling the pressure to conform and the discouragement about oral language choices in Idaho, some families have reluctantly moved out of state or sought assistance from other states in pursuing oral language choices... Language ramifications of uninformed choices can be devastating..."*⁶⁰

Parents to Former ISDB Outreach Director – *"We have not seen any evidence in three years that unbiased information regarding oral options is being provided. Parents express pain, betrayal and frustration that they have not been fully informed."*⁶¹

⁶⁰ Letter from parents and professionals to Governor Kempthorne (11-29-99)

⁶¹ Letter from parents to ISDB Outreach Director, Vickie Roper (1-20-00)

Parents to SDE – “ISDB has no oral language services and thus should either relinquish funding for these children back to the State Department of Education and Local Education Agencies (LEA) or provide adequate oral language services in the least restrictive environment (LRE).”⁶²

Parents to Former SBOE Executive Director – “As the Superintendent of a state institution we would expect him [a former superintendent] to have more knowledge of communication options for the population he ‘serves,’ as well as a basic understanding of valid research.”⁶³

Parents to SDE – “It is our contention that ISDB does not fulfill this responsibility. They do not ‘assist and provide appropriate educational services’ for hearing impaired children who use oral methods of communication. They only provide services for children who use sign language. Those who communicate using other methods are not served and their educational needs are not being adequately met.”⁶⁴

Parents to legislators – “We...ask our senators and representatives to hold ISDB accountable for these gross deficiencies and misappropriations.”⁶⁵

Parents to Former SBOE Executive Director – “Idaho educators of the deaf, the State Department of Education and the State Board of Education should be very ashamed of the lack of appropriate programs for deaf children with cochlear implants and hearing aids.”⁶⁶

Parents to JFAC Members – “...children with cochlear implants or digital hearing are routinely left with out any Auditory-Oral habilitation in this state.”⁶⁷

Parents to Former SBOE Executive Director – “...with ISDB in charge of state services for the deaf and hard of hearing, living in Idaho, quickly becomes a liability, not an advantage.”⁶⁸

Parents to Senator Bunderson – “I am very concerned that the Council for the Deaf and Hard of Hearing (CDHH) is recommending a ‘modest residential component’ in its purposed (sic) future model for ISDB. A ‘modest residential’ facility is the aspect of service delivery that has crippled the current system.”⁶⁹

Parent to Senator Bunderson – “ISDB has proven itself impossible to work with. At every turn for necessary and appropriate funding, families are flatly denied... Please **obtain immediate and necessary funding for Auditory Oral programs in the state with oversight from a separate entity from ISDB.** I believe your committee could realistically move on this vision by the end of the year... These immediate needs could press forward without an intensive ‘feasibility’ study.”⁷⁰

⁶² Letter from parents to the State Department of Education, Jane Zornik (2-14-00)

⁶³ Letter from parents to the Executive Director of the State Board of Education, Greg Fitch (2-16-00)

⁶⁴ Letter from parents to the State Department of Education, Jane Zornik (3-22-00)

⁶⁵ Letter from parents to Idaho legislators (1-25-05)

⁶⁶ Letter from parents to the Executive Director of the State Board of Education, Gary Stivers (2-8-05)

⁶⁷ Letter from parents to JFAC members (2-8-05)

⁶⁸ Letter from parents to SBOE Executive Director (2-8-05)

⁶⁹ Letter from parents to Senator Hal Bunderson (10-26-05)

⁷⁰ Letter from a parent to Senator Hal Bunderson (11-17-05)

The Superintendent of ISDB Agrees to Resign

June 17, 2004

Dr. Angel Ramos, ISDB's first Deaf superintendent, agreed to resign after the SBOE tried to fire him. On July 30, 2003, Gary Stivers, the Board's Executive Director, placed Dr. Ramos on administrative leave and began disciplinary proceedings. Eventually, "Judge McDevitt recommended that Ramos be reinstated after finding that there was not 'adequate cause' for dismissal under Board rules and regulations."⁷¹ However, Dr. Ramos and the Board agreed on a settlement and Dr. Ramos resigned. These proceedings raised a great deal of attention around the state and people became more aware of ISDB in general. The SBOE appointed Harv Lyter III as the Interim Superintendent when Dr. Ramos was placed on administrative leave in July of 2003. Mr. Lyter is currently serving in this capacity.

JFAC Learns of the Cost per Student on the ISDB Campus

January 28, 2005

During ISDB's annual briefing to the Joint Finance and Appropriations Committee (JFAC), committee members asked Mr. Lyter what it cost to educate a student at the Gooding campus per year. Mr. Lyter responded by noting that it cost approximately \$74,000 per year. The Idaho Statesman and other local newspapers printed this figure and the term "\$74,000 per year" soon became a topic of many discussions about deaf/hh education in Idaho.

Representative Skippen to Mr. Lyter – "I was pretty stunned by the numbers you just gave us as to the difference between services provided in the regions versus at your facility."⁷²

Senator Lodge to Mr. Lyter – "I have some problems with some of the things I think are being done here... I'm very concerned about the \$74,000 per child for...80 students on campus."⁷³

Mr. Lyter to Senator Lodge – "If the students that we have at the residence campus went back to mainstream, the cost of caring for, educating, and properly meeting their needs under federal guidelines would not be the standard \$6,000 that we're dealing with in the traditional student. And that burden would be shifted from our central location out to every school district where those 80 students are served."⁷⁴

⁷¹ State Board of Education Press Release, June 17, 2004, accessed online May 22, 2006: http://www.boardofed.idaho.gov/press_releases/06_17_04.asp

⁷² Comment from Rep. Skippen to Mr. Lyter, JFAC budget hearing on ISDB (1-28-05)

⁷³ Comment from Sen. Lodge to Mr. Lyter, JFAC budget hearing on ISDB (1-28-05)

⁷⁴ Response from Mr. Lyter to Sen. Lodge, JFAC budget hearing on ISDB (1-28-05)

Senator Bunderson Writes Letter to SBOE in Behalf of Unsatisfied Parents Who Want More Auditory-Oral Education Resources January 31, 2005

A group of twelve couples in the Treasure Valley grew increasingly upset with the delivery system and distribution of funds for Auditory-Oral education. They wrote a letter directed to Idaho's legislators asking for more services. They also met with their local representative, Senator Hal Bunderson, from Meridian, to plead their case. Senator Bunderson sympathized with these parents and wrote a letter outlining a number of issues and questions to Gary Stivers, the former Executive Director of the SBOE, requesting that the Board examine these issues and form a committee to make appropriate changes, based on the parents' arguments for more Auditory-Oral education resources.

Letter from Senator Bunderson to the Former SBOE Executive Director – "Cochlear implants and digital hearing aids allow children to mainstream in society within several years if they are properly taught. Whereas, deaf children in Idaho's signing education program are in the program until they are 21... Oral education costs a fraction of the cost of signing and produces students who can function at a level comparable to those who hear without assistance... Some believe it's a birthright for children born deaf to not ever hear. In fact, some have written books supporting their 'deaf culture' thesis. Unfortunately in the past, it appears 'deaf culture' philosophies have controlled state policy and budget decisions."⁷⁵

CDHH Advocates for an Expert Advisory Board to Oversee ISDB February 10, 2005

In behalf of the Council for the Deaf and Hard of Hearing (CDHH) Board of Directors, the former Executive Director at the time, Pennie Cooper, testified before the House Education Committee. Recognizing the need to have experts involved in the oversight of deaf/hh education, she argued that an ISDB advisory board should be established to help the SBOE oversee deaf/hh education in Idaho, as is the case in many other states. Mrs. Cooper acknowledged the value of the SBOE members, but maintained that they could greatly benefit by having deaf/hh education experts help them with oversight of the educational needs of this low-incidence population. The SBOE did not show interest in this proposal. CDHH continues to support the notion of an expert advisory board with oversight responsibilities for deaf education in Idaho.

⁷⁵ Quoted with permission (on 9-20-06) from Senator Bunderson -- Letter from Senator Bunderson to SBOE Executive Director, Gary Stivers (1-31-05)

JLOC Directs OPE to Conduct a Study on ISDB

March 4, 2005

After learning the amount of money spent per student at ISDB's Gooding campus, the Joint Legislative Oversight Committee (JLOC) directed the Office of Performance Evaluations (OPE) to launch a full-scale inquiry into ISDB. The inquiry was given top priority.

Senator Bunderson and Two Parents Testify at SBOE Meeting

March 9, 2005

At the March 9-10, 2005 SBOE meeting, Senator Hal Bunderson, of Meridian, outlined parents' concerns about the need for increased Auditory-Oral services and asked that a sub-committee be formed to examine these issues. Two parents (Mark Miller and Lesa Coleman) also testified about their struggles to obtain more Auditory-Oral resources for their children. ISDB Superintendent, Harv Lyter, noted the school's establishment of an Auditory-Oral program in partnership with the Meridian School District. Board member, Karen McGee, suggested that the Board put together a group to look at this issue more closely. Board president Lewis agreed and said that a sub-committee would be formed.

OPE Posts the Scope of its ISDB Inquiry

May 2, 2005

The OPE announced the six major questions it would attempt to answer in its full-scale study of ISDB. The questions focused on issues such as ISDB roles and responsibilities; enrollment trends; relative costs of services; other states' best practices; utilization of technology such as cochlear implants; and parents' feedback on ISDB services.

SBOE Forms Sub-committee to Recommend Changes to the Deaf/HH Education Delivery System

July 19, 2005

In response to Senator Bunderson's parent-initiated letter to Mr. Stivers and his subsequent testimony at the March 9-10, 2005 SBOE meeting, the SBOE announced the formation of a sub-committee. "The committee was commissioned to collect and analyze information regarding current services, policies, funding and statutory responsibility and to provide recommendations for improving the delivery of services to this population of Idaho students."⁷⁶ The sub-committee commenced its work on July 21, 2005 and met eight times over a six-month period.

⁷⁶ The Idaho State Board of Education's Committee on the Education of the Deaf and the Blind, Final Report and Recommendations, December 2005, p. 3.

These were the sub-committee members:

- Laird Stone, Committee Chair, VP of the SBOE
- Karen McGee, SBOE member
- Milford Terrell, SBOE member
- Hal Bunderson, Idaho Senator
- Wendy Jaquet, Idaho Representative
- Donna Pence, Idaho Representative
- Dr. Michael Graham, VR Administrator
- Cyndi Hippler, Parent of an ISDB graduate
- Mike Sturmack, Audiologist, Director of Elks Hearing and Balance Centers
- Mert Burns, Special Education Director, Vallivue School District
- Mary Whitaker, Audiologist, ISU Professor

SBOE Declines Idaho State University Professors' Offer to do a Feasibility Study

October 28, 2005

Toward the end of the SBOE' sub-committee work, Dr. Mary Whitaker, an Audiology professor at Idaho State University (ISU), offered to conduct a study for the SBOE in which she and her deaf education colleagues would "develop a number of education service delivery systems..."⁷⁷ This opportunity to have local experts design potential viable delivery models was declined.

CDHH Expresses Concerns about Lack of Deaf Education Experts on Sub-committee and Short Time Frame for Long-term Decisions

November 14, 2005

Seeing the speedy period in which the SBOE sub-committee was formulating its recommendations, and seeing no deaf/hh education experts on the sub-committee, the CDHH Board wrote a letter to the SBOE and stakeholders expressing concern about the process. The letter asked the sub-committee to take advantage of ISU's offer to conduct a feasibility study or at the very least engage experts before making final recommendations. In addition, the Executive Director of CDHH, Wes Maynard, testified to the sub-committee several times advocating for this approach. Lastly, the CDHH letter outlined some of the Board's recommendations about a viable statewide delivery model, e.g., relocate the ISDB campus to a metropolitan area, increase regional outreach services, and create Auditory-Oral programs to meet the demand.

Letter from CDHH to the SBOE and Stakeholders – *"The Idaho Council for the Deaf and Hard of Hearing is concerned about the short time frame in which important long-term*

⁷⁷ Educating Idaho's Children and Youth who are Deaf/Hard of Hearing in the 21st Century: Where, How, and Why, A Research Prospectus Submitted to the Idaho State Board of Education, Idaho State University, October 2005.

educational decisions affecting deaf and hard of hearing children are being made without the consultation of experts in deaf education... The Council believes that the sub-committee needs the assistance of expert consultants in deaf education to round out the experience of the sub-committee members... Such consultation would not likely require a lengthy process. Rather, experts could present the advantages and disadvantages of several delivery models and field questions from the sub-committee. In fact, the ISU Deaf Education program is poised to do such a study, which the majority on the Council favor having them do, prior to final decisions being made about permanent changes in deaf education for the state. The Council urges the sub-committee to seriously consider the benefits of this approach.”⁷⁸

OPE Releases its Report on ISDB

October 17, 2005

The OPE released the report⁷⁹ of its six-month study. The report outlined the findings from the initial research questions and made recommendations. Here are some of the key findings quoted from the report⁸⁰:

- Idaho statutes pertaining to ISDB need to be re-written to authorize needed programs and clarify ISDB’s responsibilities.
- Enrollment at the ISDB campus has declined in nine of the last ten years and could decrease to approximately 60 students within three years.
- ISDB’s 2004-05 school year cost per residential student was \$82,000. This cost will likely exceed \$100,000 within two years if enrollment continues to decline.
- ISDB currently has more staff than students on campus.
- ISDB campus facilities are being used at less than one-half capacity.
- Location of the ISDB campus has been identified as a barrier to teacher recruitment and retention.
- School districts report the demand for outreach services is *increasing* or about the same, and demand for residential services is *decreasing* or about the same.
- The demand for instruction of students with cochlear implants is increasing.
- Satisfaction with ISDB campus services is generally high.
- Costs to serve students at the district level can vary and be substantial.
- School district and parent satisfaction with outreach services is high.

⁷⁸ Letter from the CDHH Board to the SBOE and Stakeholders (11-14-05)

⁷⁹ OPE Report Executive Summary

⁸⁰ Idaho School for the Deaf and the Blind Evaluation Report, Office of Performance Evaluations, October 2005, p. 63, p. v, p. vi, p. 35.

- Many districts felt poorly equipped to serve sensory-impaired students without ISDB's support.

The study further suggested, "Any significant change to ISDB's method of providing services should be accompanied by detailed analyses of how well students will be served, fiscal tradeoffs, facility use, and logistical constraints."⁸¹

SBOE Sub-committee Completes its Work and Board Accepts Recommendations

December 1, 2005

The SBOE sub-committee on ISDB completed its work and released its recommendations. The Board accepted the 10 general recommendations.⁸² A "Working Group" would be formed to implement the sub-committee's recommendations. It was anticipated that the Working Group's implementation recommendations would be completed on or before January 1, 2008 and that legislation would be introduced by January 2009.

The following is a summary of the 10 Sub-committee recommendations:

1. Deaf and Blind – Together or Separate: Separate educational programs for the deaf/hh and the blind/vi.
2. Regional vs. Centralized: Establish regional programs in metropolitan areas within host districts. Provide a central administration to oversee deaf/hh blind/vi education. Address the needs of students in remote districts that are not close to the regional programs.
3. Administrative Structure: Ensure that the administrative structure reflect the service delivery model proposed.
4. Funding: Ensure that the State provides sufficient funding and that the funding follow the individual students.
5. Technology: Provide a clearinghouse for assistive technology and implement a parent/community education program to increase awareness of these technologies.
6. Certification and Pay: Ensure that certification requirements for teachers/staff are reasonable and achievable so that Idaho may produce highly qualified staff to provide appropriate educational programs. Remove barriers that limit the ability of professionals to move into this educational field. Ensure that teachers/staff receive commensurate compensation with public school professionals.

⁸¹ Idaho School for the Deaf and the Blind Evaluation Report, Office of Performance Evaluations, October 2005, p. 63.

⁸² The Idaho State Board of Education's Committee on the Education of the Deaf and the Blind, Final Report and Recommendations, December 2005

7. Curriculum: Use research-based best practices, curriculum, materials, and delivery methods to ensure that students meet State standards and show growth as measured by State assessments.
8. Outreach: Clarify the Outreach program via legislative changes in the 2006 session.
9. Transportation: Develop a transportation plan for the proposed delivery model and that funding support the plan.
10. Screening: Propose legislation mandating hearing and vision screening.

While the sub-committee was open to brief and regular stakeholder input throughout the six-month period, there were no deaf or hard of hearing individuals or experts in general deaf education on the sub-committee.

Co-Chair of JLOC asks SBOE to Complete Most of its Work within 12 Months

December 13, 2005

Co-chair of JLOC, Representative Margaret Henbest (D), asked the SBOE to speed up the process and complete most of its work within 12 months rather than taking three more years to revamp ISDB's delivery model.

Three JFAC Members Release a White Paper Suggesting that ISDB be Closed and all Students be Mainstreamed into Regional Programs

February 13, 2006

Representative Henbest (D), Skippen (R), and Senator Lodge (R) released a document⁸³ that outlined their vision of the optimal educational service delivery model for deaf/hh and blind/vi students. This vision entailed selling the ISDB Gooding campus and creating 5-6 regional mainstream day programs within host school districts. According to their proposed model, residential services would be discontinued and Idaho would no longer have a deaf/blind school. The paper outlined their discontent with the current model. Their objectives were to make increased services available to more students throughout the state rather than devote most of the resources to fewer students at the Gooding campus.

House Bill-821 Fails in the House Education Committee (HEC) – Backlash from the Deaf Community, Parents, and Other Stakeholders

March 21, 2005

The three JFAC members mentioned above introduced a bill to close ISDB, sell the facility to another State agency, and mainstream all the

⁸³ Idaho School for the Deaf and the Blind: A Road Map to Restructuring (2-13-06)

deaf/hh students to five regional programs by July 1, 2008. The regional programs were designed to be mainstream programs where deaf/hh students from the surrounding areas would commute daily into a hub school district. Each hub was to have oral- and sign-based programs. There was significant opposition from some parents, stakeholders, and the deaf/hh community. CDHH opposed the bill based on procedural issues and service gaps. The SBOE opposed the bill based on procedural issues. The bill failed to make it out of the House Education committee by a majority vote.

The following are quotes and meeting minute excerpts from individuals arguing for the need to have a deaf school as one of the educational delivery options in Idaho rather than to operate through a decentralized mainstream model.

Presentation from a Deaf person to the HEC – “...There is a word ‘audism’ which is defined as having an (sic) passive attitude towards deaf people and a failure to communicate with them... ‘Audism’ is like being racist towards various ethnic groups... Not having a deaf person on the task force was an example of ‘audism.’ ...ISDB graduates have better coping skills. There is a higher rate of suicide among day program students... He asked that the residential school concept be continued somewhere...”⁸⁴

Presentation from a Deaf person to the HEC – “He went through the deaf school and has survived in the real world. He asked if the deaf school would go away, what would happen to people like him?... He said it takes time to see the perspectives of the deaf.”⁸⁵

Presentation from a Deaf person to the HEC – “...all the services at ISDB could not be duplicated across the state.”⁸⁶

Presentation from a Deaf Teacher of the Deaf to the HEC – “...a school for the deaf is needed. A school can offer the opportunity for deaf students to participate in sports, and social activities to a greater degree than possible through outreach.”⁸⁷

Presentation from a Deaf Teacher of the Deaf to the HEC – “...H 821 assumes too much...the cost of \$50,000 per student is unrealistic. He said people assume mainstreaming is the least restrictive environment, but that is not true for all.”⁸⁸

Letter from an ISDB Graduate to SBOE President – “A residential program is really needed. Students come from different backgrounds, different levels of communication and intelligence, and different levels of independence... With everything we do in this program, there is always a communication access... I was thirteen years old when I first came to this school. That was the turning point of my life. I felt as if a whole new world was opening up to me. Sign language was a magic touch... I was able to absorb language so much better having education in signing.”⁸⁹

⁸⁴ HEC meeting minutes, excerpt from a Deaf person (3-21-05)

⁸⁵ HEC meeting minutes, excerpt from a Deaf person (3-21-05)

⁸⁶ HEC meeting minutes, excerpt from a Deaf person (3-21-05)

⁸⁷ HEC meeting minutes, excerpt from a Deaf Teacher of the Deaf (3-21-05)

⁸⁸ HEC meeting minutes, excerpt from a Deaf Teacher of the Deaf (3-21-05)

⁸⁹ Letter from an ISDB graduate to the SBOE President, Laird Stone (5-8-05)

Presentation from an Educational Interpreter to the HEC – “closing ISDB will hurt some students... She expressed concern that the public schools will not be ready by 2008 to teach these students, and said full inclusion is naïve and may do irreparable harm... Students who must communicate through an interpreter will only have superficial relationships with hearing students...85% of...parents do not learn to sign above a preschool level. She asked the committee to avoid making any hasty decision.”⁹⁰

Presentation from an Interpreter Educator to the House Education Committee (HEC) – “She questioned the readiness of the local school districts to provide services in July of 2008... She expressed concerns about the legal problems when students’ IEPs state they should receive residential services...”⁹¹

Presentation from an Interpreter Employer to the HEC – “...if the ISDB were to close, they would need 50 new interpreters statewide... The state may end up spending money on fines, rather than saving money if the school is closed prematurely.”⁹²

Presentation from a Trustee from the Gooding Joint School District to the HEC – “...the \$50,000 budgeted per child wouldn’t pay for two deaf interpreters per child, and certainly not the teacher of the subject. The money simply won’t cover these students. He said there are far too many variables that must be considered before revamping the system.”⁹³

Letter from a Parent to CDHH – “...A centralized single school with a residential component must remain an option... Often that ‘something’ is dependent on a ‘critical mass,’ bringing enough students and staff together so that the child has access to lots of language models, lots of peers, extracurricular activities and leadership opportunities.”⁹⁴

Some Parents and Other Stakeholders’ Offer Perspectives on Alternative Communication Methodologies in Response to the Push for More Auditory-Oral Resources

8-15-05 to Present

The following are quotes from parents’ and other stakeholders’ letters, presentations, and legislative meeting minutes. In the wake of increasing political momentum toward Auditory-Oral education, these individuals offered their perspectives on a comprehensive communication philosophy.

Parent presentation to SBOE sub-committee – “Dividing our kids into one camp or the other camp does not serve us well. Sign language should not be considered a last language, just as cochlear implants should not mean that they cannot learn to sign. I respect parents who choose auditory verbal methods and I ask those parents to please respect my [child] for who he is. Because he signs does not mean he is contagious.”⁹⁵

Parent presentation to SBOE sub-committee – “First, let me say that I do not believe the quality of education that a child receives should be dependent upon what method of

⁹⁰ HEC meeting minutes, excerpt from an educational interpreter (3-21-05)

⁹¹ HEC meeting minutes, excerpt from an interpreter educator (3-21-05)

⁹² HEC meeting minutes, excerpt from an interpreter employer (3-21-05)

⁹³ HEC meeting minutes, excerpt from a Trustee from the Gooding Joint School District (3-21-05)

⁹⁴ Letter from a Parent of an ISDB graduate to CDHH (10-11-05)

⁹⁵ Presentation from a parent to the SBOE sub-committee on ISDB (11-10-05)

communication is selected by a family... I would hope that this does not turn into a method vs. method or us against them situation... No place in the law does it require that the school system take responsibility for the medical treatment of a child's diagnosis... The outreach person assigned to us when my [child] was young assisted me with the research process of all the choices available to us and let our family select what we felt was best without any pressure or judgment. Once a decision was made we were supported in that decision and the work to educate my child and monitor his language development was tireless. I thank them for that.”⁹⁶

Parent letter to SBOE Sub-committee – *“I respectfully ask that you remember that the majority of children who are deaf and hard-of-hearing in Idaho do not have cochlear implants. The vast majority of deaf and hard-of-hearing children are not candidates for a cochlear implant... For a very few, a conscious decision has been made to not implant their child. This decision can be made for a plethora of reasons and usually deals with honoring the individual needs of the child and family. As with any medical procedure, there is also a group that has had a cochlear implant that has found it to be unsuccessful.”⁹⁷*

Letter from Parents to CDHH – *“A common misunderstanding is that amplification cures or fixes the hearing loss... American Sign Language (ASL), a complete manual language, provides this strong foundation and becomes the springboard for students’ English language acquisition, and even benefits oral training and speech reading... Lack of a complete language promotes the common misunderstanding that deafness itself affects intelligence and ability. When deafness itself is the assumed culprit for poor performance, emphasis is often simply placed on auditory and oral skills, thus beginning another cycle of misunderstood and therefore poorly facilitated educational services... We are part of a growing team of parents who desire a dual language (American Sign Language and English) approach... These elements would finally grant deaf and hard of hearing students access to an education in a truly least restrictive environment.”⁹⁸*

Letter from a Deaf organization to the SBOE Sub-committee – *“Approximately 90% of the 122 families [in Deaf Connection] use sign language as their main mode of communication...”⁹⁹*

Presentation from a Parent to the SBOE Sub-committee – *“I would like to see the committee analyze the education of the whole child...this should not be a resource battle between those who raise their children Auditory-Orally and those who employ signing.”¹⁰⁰*

Exchanges between Senator Bunderson and ISDB Graduates at the SBOE Sub-committee Meeting – *“Senator Bunderson asked the [former ISDB deaf] students if things had been different and it was affordable, would they have chosen cochlear implants... [The student] responded ‘probably not.’... She also suggested students need good role models, and even with cochlear implants, sign should be taught.”¹⁰¹*

Presentation from a Parent to the SBOE Sub-committee – *“...success depends on as many options for communication as possible.”¹⁰²*

⁹⁶ Presentation from a parent to the SBOE sub-committee on ISDB (8-16-05)

⁹⁷ Letter from a parent to the SBOE sub-committee on ISDB (8-18-05)

⁹⁸ Letter from parents to CDHH (4-28-05)

⁹⁹ Letter from the President of Deaf Connection to the SBOE sub-committee on ISDB (8-11-05)

¹⁰⁰ Presentation from a parent to the SBOE sub-committee on ISDB (8-16-05)

¹⁰¹ SBOE sub-committee on ISDB meeting minutes, excerpts from former ISDB graduates (8-16-05)

¹⁰² SBOE sub-committee on ISDB meeting minutes, excerpt from parent of a mainstreamed child with a cochlear implant (8-16-05)

Comment from ISDB Superintendent, Harv Lyter – “...success is the degree of intervention, rather than a communication medium.”¹⁰³

Presentation from a Parent to the SBOE Sub-committee – “[The parent] shared some of his [child’s] experiences and talked about the deaf culture. He believes in total communication, but also believes you need to help students understand the history of the deaf culture, the history of sign language, have role models, etc.”¹⁰⁴

Presentation from an ISDB Graduate and Former Staff Member to the SBOE Sub-committee – “When he was a student, and when he was staff, he saw some students who did not want to go home [from ISDB] because parents would not learn sign and so they could not communicate”¹⁰⁵

Letter from ISU Professors to CDHH – “...the literature documents that Deaf children of Deaf parents do very well socially, emotionally and most importantly academically, when educated in a Bi-Bi¹⁰⁶ approach. Their English literacy skills...are proven to be as good as hearing students, if not better.”¹⁰⁷

Some Stakeholders Push for ISDB to Relocate to the Boise Area 8-16-05 to Present

ISDB Graduate to the SBOE Sub-committee – “[The former student] mentioned that sometimes small towns limit the options for classes, activities, etc... [The former student] suggested moving the school to a bigger location with more options.”¹⁰⁸

ISDB Graduate to the SBOE Sub-committee – “...a bigger city would be better.”¹⁰⁹

Parent to the SBOE Sub-committee – “...the school should move. Gooding, Idaho cannot attract professionals.”¹¹⁰

ISDB Graduate to the SBOE Sub-committee – “[The former student] believes ISDB should exist as it is, but possibly be moved to Boise... After living in Boise, he feels there may be more educational opportunities in Boise... If the school were in Boise, more deaf students and families could be located here... Moving to Boise would also help with recruiting staff. In Boise, ISDB could provide more opportunities, and attract more students and families.”¹¹¹

¹⁰³ SBOE sub-committee on ISDB meeting minutes, excerpt from ISDB Superintendent, Harv Lyter (8-16-05)

¹⁰⁴ SBOE sub-committee on ISDB meeting minutes, excerpt from a parent of a mainstreamed deaf child (8-16-05)

¹⁰⁵ SBOE sub-committee on ISDB meeting minutes, excerpt from an ISDB graduate and former staff member (8-16-05)

¹⁰⁶ “Bilingual-Bicultural education is an approach to educating deaf children that incorporates the use of American Sign Language (ASL) as the primary language of instruction in the classroom. English is taught as a second language through reading and writing print” (Choices in Deafness: A Parent’s Guide to Communication Options, 2nd Edition, Edited by Sue Schwartz, 1996, pg. 89, paraphrased from Reynolds, 1994).

¹⁰⁷ Letter from ISU Professors to CDHH (11-4-05)

¹⁰⁸ SBOE sub-committee on ISDB meeting minutes, excerpts from an ISDB graduate (8-16-05)

¹⁰⁹ SBOE sub-committee on ISDB meeting minutes, excerpts from an ISDB graduate (8-16-05)

¹¹⁰ SBOE sub-committee on ISDB meeting minutes, excerpts from a parent (8-16-05)

¹¹¹ SBOE sub-committee on ISDB meeting minutes, excerpts from an ISDB graduate (8-16-05)

ISU Professor Letter to CDHH – “The Treasure Valley could easily support a school such as the Jean Massieu School (JMS) in Salt Lake City or the ‘Jean Massieu Academy’...in Arlington, TX... A small, public, charter school in the Treasure Valley would be an excellent and efficient alternative to ISDB...”¹¹²

Senator Bunderson to the SBOE Sub-committee – “...there is compelling information that the location is not great... Senator Bunderson would like this Committee to send a letter to the chairs of JLOC requesting that they also review the possibility of...examining the locations of current programs.”¹¹³

CDHH Recommends a Variety of Deaf Education Experts for the Upcoming SBOE Working Group 3-28-05

CDHH wrote a letter to the President of the SBOE with a copy to key staffers suggesting that the upcoming Working Group contain experts from the following deaf education sub-disciplines:

- Total Communication or Bi-lingual Bi-cultural deaf education
- Oral / Aural deaf education
- Administration of deaf education
- Sign Language interpretation and supervision of interpreters
- Audiology
- Early intervention / Outreach
- Professional standards
- Curriculum and Instruction
- Speech and Language Pathology
- Assistive Listening Technology

The SBOE Announces a New Working Group to Implement the Sub-committee’s Recommendations 4-28-06

The SBOE announced the formation of a new Working Group to prepare legislation that will lead to the implementation of the sub-committee’s 10 recommendations. The Working Group’s composition includes various agency stakeholders. No deaf/hh individuals were appointed to the Working Group. The Working Group began meeting on May 23rd, 2006.

The following are the Working Group members:

- Laird Stone, President of the State Board of Education
- Karen McGee, Member of the State Board of Education
- Donna Pence, Representative, District 25
- Randy Tilley, Senior Financial Management Analyst, Division of Financial Management
- Russ Hammond, Special Education Coordinator, State Department of Education

¹¹² Letter from ISU Professors to CDHH (11-4-05)

¹¹³ SBOE sub-committee on ISDB meeting minutes, excerpts from Senator Bunderson (8-16-05)

- Dr. David Mercaldo, Professor, Department of Communication Sciences & Disorders, and Education of the Deaf, Idaho State University
- Jim Cobble, Superintendent, Jerome School District
- Duke Morten, Gooding City Councilman
- Christine Ivie, Elementary and Secondary Officer, State Board of Education
- Cathy Thornton, Director of Special Programs, Meridian School District
- Doug Baker, Executive Vice President & Provost of UofI, Father of Cochlear Implanted Oral Child
- Jim Hammond, Former SBOE member, Chair of Idaho Public Charter School Commission, Idaho Senate Candidate
- Brenda Ireland, Educator of Deaf/Blind, Parent of a Blind Child
- Angela Roan, Executive Director of the Idaho Commission for the Blind/VI.

CDHH Board Begins Research Project to Make Recommendations to Policymakers

April 28, 2006

The CDHH Board of Directors unanimously voted in support of a motion to spend a significant amount of time and resources conducting an intensive research project aimed at developing a viable educational delivery model(s) by consulting local and national experts and incorporating best practices from other states. CDHH's statute requires that the Board act as the "interdepartmental and interagency planning and advisory body for the departments and agencies of the state for programs and services affecting persons with a hearing impairment" (67-7303).

Furthermore, the Board members felt that it was their duty to "make appropriate recommendations to government officials to insure that the needs of deaf and hard of hearing citizens are best served" and to "recommend the development of public policies and programs that provide full and equal opportunity and accessibility for deaf and hard of hearing persons in Idaho" (67-7307). Therefore, in order to fulfill its statutory responsibility to its constituency, the Board decided to pursue this course of action.

Chapter 4: Other States' Delivery Models and Best Practices

This chapter summarizes the basic components of each state's deaf education delivery system. More data is available upon request regarding transportation, summer school, funding models, IEP intake processes, parent-level programs, salaries, multiple disabled student programs, and outreach programs.

CDHH collected this information primarily by calling the schools listed below and interviewing individual(s) employed at the schools. Most of these individuals were administrators. The interviews took place between July and September of 2006. Table 1 below summarizes this information.

Please note that there are several main types of funding structures for the deaf/hh in the U.S., namely, state agency-operated, charter, private 501(c)3, local school district-operated, etc.

Summary of U.S. Deaf School Findings

- There are **121** deaf/hh schools in the U.S.¹¹⁴
 - **72** are primarily signing based (24 Bi-Bi & 48 comprehensive communication)
 - **40** are exclusively Auditory-Oral based
 - **9** have both comprehensive communication or Bi-Bi and Auditory-Oral programs on campus(es)
- There are **47**¹¹⁵ states that operate a state-run school(s) for the deaf/hh.¹¹⁶ (One of these 47 states, New Hampshire, is scheduled to open a charter school in January of 2007.)

¹¹⁴ Table 1: Summary of CDHH's research from July to September of 2006.

¹¹⁵ New Hampshire will open a deaf charter school in January 2007 – currently, the state has no state-operated deaf school. However, this school was included in the “47” number because of the close proximity of its scheduled opening date and the CDHH report publication.

¹¹⁶ Data from this section were gathered from Gallaudet University's Annual Survey of State School, published in *American Annals of the Deaf* (April 2001), “Educational Programs for Deaf Students,” unless otherwise noted in Table 1), as drawn from “Washington School for the Deaf: Models of Education and Service Delivery, Barbara McLain and Annie Pennucci, pp. 71-74, June 2002).

Idaho Council for the Deaf and Hard of Hearing

- There are **69** state-operated schools for the deaf/hh.¹¹⁷
 - 56 are residential schools
 - 13 are day schools
- Three states do not have a signing-based school for the deaf/hh:
 - Nebraska (However, Iowa School for the Deaf is 13 miles from the former Nebraska school's campus)
 - Nevada (However, Nevada is in the process of approving the Las Vegas Charter School for the Deaf – scheduled to open in August of 2007¹¹⁸. See <http://charterschool.deaf拉斯维加斯.com/>)
 - Wyoming (However, some students attend the Montana School for the Deaf and the Blind or another local deaf/hh program, such as the Cathedral Home for Children)

Table 1 below summarizes basic information regarding each of the deaf/hh schools in the U.S.

Table 1: U.S. Deaf School Basic Information

State	School Name(s)	Communication Philosophy	Total D/HH Enrollment	Residential	Day
AL	Alabama School for the Deaf	Comprehensive	200	172	28
AK	Alaska State School for the Deaf and Hard of Hearing – Anchorage School District	Comprehensive/Oral	60	10	50
AZ	Arizona School for the Deaf	Bi-Bi	300	100	200
AZ	Desert Voices Oral Learning Center	Oral	29	0	29
AZ	Phoenix Day School for the Deaf	Comprehensive	300	0	300
AZ	Sequoia Charter School for the Deaf - Mesa	Bi-Bi	80	0	80
AZ	Sequoia Charter School for the Deaf - Phoenix	Bi-Bi	Above	Above	Above
AZ	Sequoia Charter School for the Deaf - Peoria	Bi-Bi	Above	Above	Above
AR	Arkansas School for the Deaf	Comprehensive	140	63	77
CA	California School for the Deaf - Fremont	Bi-Bi	450	297	153
CA	California School for the Deaf - Riverside	Bi-Bi	440	154	286
CA	Children's Choice for Hearing and Talking	Oral	35	0	35
CA	Hearing & Speech Center of Northern California	Oral	15	0	15
CA	Jean Weingarten Peninsula School for the Deaf	Oral	50	0	50
CA	John Tracy Clinic	Oral	19	0	19
CA	Marlton School for the Deaf	Comprehensive	350	0	350
CA	Oralingua School for the Hearing Impaired	Oral	57	0	57
CA	The ECHO Center	Oral	290	0	290
CO	Colorado School for the Deaf & the Blind	Bi-Bi	145	81	64
CO	Rocky Mountain Deaf School	Bi-Bi	35	0	35
CT	American School for the Deaf	Comprehensive	450	225	225
DE	Deleware School for the Deaf	Comprehensive	146	20	126
FL	Blossom Montessori School for the Deaf	Comprehensive	25	0	25
FL	Clarke School for the Deaf Center for Oral Education - Jacksonville	Oral	25	0	25
FL	Florida School for the Deaf & the Blind	Comprehensive	450	300	100
FL	National Deaf Academy Charter School	Comprehensive	73	0	73
GA	Georgia School for the Deaf	Comprehensive	85	68	17

¹¹⁷ Data from this section were gathered from Gallaudet University's Annual Survey of State School, published in *American Annals of the Deaf* (April 2001), "Educational Programs for Deaf Students," unless otherwise noted in Table 1), as drawn from "Washington School for the Deaf: Models of Education and Service Delivery, Barbara McLain and Annie Pennucci, pp. 71-74, June 2002).

¹¹⁸ Personal Communication with Carol Bass on September 13, 2006. It will be a Bi-Bi day school.

Idaho Deaf/HH Education Reform

HI	Hawaii Center for the Deaf and Blind	Bi-Bi	89	22	67
ID	Idaho School for the Deaf and the Blind	Comprehensive	43	25	18
ID	Idaho School for the Deaf and the Blind Auditory-Oral Program - River Valley	Oral	11	0	11
ID	Idaho School for the Deaf and the Blind Comprehensive communication Program - River Valley	Comprehensive	5	0	5
IL	Child's Voice Oral School	Oral	40	0	40
IL	Illinois School for the Deaf	Comprehensive	260	210	50
IL	St. Joseph's Institute for the Deaf at Carle	Oral	26	0	26
IN	Indiana School for the Deaf	Bi-Bi	335	168	167
IN	St. Joseph's Institute for the Deaf at Indianapolis	Oral	22	0	22
IA	Iowa School for the Deaf	Comprehensive	105	80	25
KS	Kansas School for the Deaf	Bi-Bi	133	89	43
KS	St. Joseph's Institute for the Deaf at Kansas City	Oral	40	0	40
KY	Kentucky School for the Deaf	Comprehensive	130	70	60
LA	Louisiana School for the Deaf	Bi-Bi	245	145	100
LA	New Orleans Oral School	Oral	8	0	8
ME	Governor Baxter School for the Deaf	Bi-Bi	56	10	46
ME	Hear Me Now!	Oral	Not Avail.	Not Avail.	Not Avail.
MD	Maryland School for the Deaf - Columbia	Bi-Bi	101	25	76
MD	Maryland School for the Deaf - Frederick	Bi-Bi	278	80	198
MD	Montana School for the Deaf and the Blind	Comprehensive	55	21	34
MA	Beverly School for the Deaf	Comprehensive	Not Avail.	Not Avail.	Not Avail.
MA	Clark School East	Oral	20	0	20
MA	Clark School for the Deaf/Center for Oral Ed	Oral	58	19	39
MA	The Learning Center for Deaf Children	Bi-Bi	192	0	192
MA	Willie Ross School for the Deaf	Comprehensive	165	0	165
MI	Michigan School for the Deaf	Comprehensive	167	94	73
MN	Metro Deaf School	Bi-Bi	74	0	74
MN	Minnesota State Academy for the Deaf	Bi-Bi	130	80	50
MN	Northern Voices	Oral	21	0	21
MS	Mississippi School for the Deaf	Bi-Bi	128	95	33
MO	Central Institute for the Deaf School	Oral	48	0	48
MO	Missouri School for the Deaf	Comprehensive	115	85	30
MO	Moog Center for Deaf Education	Oral	21	0	21
MO	St Joseph Institute for the Deaf	Oral	64	10	54
MO	The Moog School at Columbia	Oral	31	0	31
NE	Omaha Hearing School	Oral	40	0	40
NH	HEAR in New Hampshire	Oral	7	0	7
NH	Laurent Clerc Academy ¹¹⁹	Bi-Bi	10	0	10
NJ	Bruce Street School for the Deaf Day School	Comprehensive	Not Avail.	Not Avail.	Not Avail.
NJ	Lake Drive School for the Deaf and HOH	Comprehensive/Oral	175	0	175
NJ	Marie H. Katzenbach School for the Deaf	Comprehensive	265	159	106
NJ	Summit Speech School	Oral	67	0	67
NM	New Mexico School for the Deaf	Bi-Bi	110	66	44
NM	Presbyterian Ear Institute Oral School	Oral	14	0	14
NY	Auditory/Oral School of New York	Oral	62	0	62
NY	Buffalo Hearing and Speech Center	Oral	24	0	24
NY	Clarke NYC Auditory/Oral Center	Oral	55	0	55
NY	Cleary School for the Deaf	Comprehensive/Oral	82	0	82
NY	Lexington School for the Deaf	Comprehensive	400	40	360
NY	New York School for the Deaf	Comprehensive/Oral	140	0	140
NY	New York State School for the Deaf	Comprehensive	90	68	22
NY	Rochester School for the Deaf	Comprehensive	147	30	117
NY	St. Francis De Sales School for the Deaf	Comprehensive/Oral	124	0	124
NY	St. Joseph's School for the Deaf	Comprehensive	115	0	115
NY	St. Mary's School for the Deaf	Comprehensive	119	35	84
NC	Eastern North Carolina School for the deaf	Comprehensive	104	private info.	
NC	North Carolina School for the Deaf	Comprehensive	131	93	38
ND	North Dakota School for the Deaf	Comprehensive	28	26	2
OH	Ohio School for the Deaf	Comprehensive	132	30	102
OH	Ohio Valley Voices	Oral	35	0	35
OH	St. Rita School for the Deaf	Comprehensive	155	13	142
OK	Hearing Enrichment Language Program	Oral	18	0	18
OK	Oklahoma School for the Deaf	Comprehensive	150	90	60
OR	Oregon School for the Deaf, Salem	Comprehensive	120	60	60
OR	Tucker-Maxon Oral School	Oral	34	0	34
PA	Archbishop Ryan School	Comprehensive/Oral	Not Avail.	Not Avail.	Not Avail.
PA	Clarke Pennsylvania Auditory/Oral Center	Oral	36	0	36
PA	DePaul School for Hearing and Speech	Oral	50	0	50

¹¹⁹ Expected to open in January of 2007 with 10 students.

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PA	Pennsylvania School for the Deaf	Comprehensive	187	0	187
PA	Scranton State School for the Deaf	Comprehensive	105	35	70
PA	Western Pennsylvania School for the Deaf	Comprehensive	200	90	110
RI	Rhode Island School for the Deaf	Comprehensive	110	0	110
SC	South Carolina School for the Deaf and Blind	Comprehensive	130	97	33
SD	South Dakota School for the Deaf	Bi-Bi/Oral	48	0	48
TN	Memphis Oral School for the Deaf	Oral	25	0	25
TN	Tennessee School for the Deaf	Comprehensive	200	150	50
TN	West Tennessee School for the Deaf	Comprehensive	58	10	48
TX	Jean Massieu Academy	Comprehensive	150	0	150
TX	Sunshine Cottage School for Deaf Children	Oral	110	0	110
TX	Texas School for the Deaf	Comprehensive	450	300	150
TX	The Center for Hearing and Speech	Oral	30	0	30
TX	The Hearing School of the Southwest	Oral	Not Avail.	Not Avail.	Not Avail.
UT	Jean Massieu School of the Deaf	Bi-Bi	54	0	54
UT	Utah School for the Deaf and the Blind	Comprehensive/Oral	230	20	210
VT	Austine School for the Deaf (Vermont Center for the Deaf/HH)	Bi-Bi	62	47	15
VA	Chattering Children	Oral	10	0	10
VA	Virginia School for the Deaf and Blind (Hampton & Stauton campuses)	Comprehensive	105	70	35
WA	Listen and Talk	Oral	70	0	70
WA	Washington School for the Deaf	Comprehensive	105	60	45
DC	Kendall Demonstration Elementary School(On Gallaudet Campus)	Bi-Bi	141	0	141
DC	Model Secondary School for the Deaf(On Gallaudet Campus)	Bi-Bi	226	166	60
WV	West Virginia School for the Deaf and Blind	Comprehensive	100	50	50
WI	Wisconsin School for the Deaf	Comprehensive	145	100	45
WY	Cathedral Home for Children – Deaf Program	Comprehensive	10	10	0

Alabama

The Alabama Institute for Deaf and Blind (AIDB), a State-run organization that provides services to deaf and blind people from birth to death, including community-based services, oversees Alabama's deaf education system under the direction of a Board of Trustees, a group of individuals who are knowledgeable about deaf/blind education issues. AIDB runs deaf programs separately from the blind programs. Alabama School for the Deaf (ASD) is a residential/day school with 200 students, 86% of which are residential students. The communication philosophy is comprehensive communication. ASD pays for transportation. The commuting cap for residential students is 30 miles. Teachers are paid the same as their public school counterparts, if not more. Other than ASD, there are no other direct-instruction day campuses in Alabama.

However, AIDB also oversees nine regional centers. Education through these centers is coordinated through the local schools and students are primarily taught via mediated instruction (i.e., through interpreters). The regional centers contract with support personnel to accommodate children's communication needs (i.e., SLPs and audiologists). Currently, Alabama does not have an oral-auditory school, but some people are working to establish one in Birmingham. Oral students are accommodated via contracted services.¹²⁰

¹²⁰ Sources: <http://www.aidb.org/> and Personal Communication with Dr. Pam Shaw, ASD Principal, on July 12, 2006.

Alaska

Alaska has a unique service delivery model in comparison to other states. The Alaska State School for the Deaf and Hard of Hearing (ASSDHH) is housed under the Anchorage School District (ASD), consisting of an elementary, junior high, and high school. Sixty students attend one of the three ASSDHH campuses. An expert Board oversees ASSDHH. ASSDHH is one of the four state-funded deaf schools in the nation that has both a comprehensive communication program and an Auditory-Oral program (the other states with both types of programs are Idaho, Utah, and South Dakota¹²¹). Students from all over the state attend ASSDHH. If a student lives more than 60 miles from ASSDHH, he or she lives in the Student Living Center (SLC), a separate agency from ASSDHH and ASD, during the week and commutes home on the weekends. Some children live with foster families.¹²²

Arizona

Arizona has a full continuum of placement and communication options. The Arizona School for the Deaf and Blind (ASDB), which is overseen by an expert Board of Directors who have knowledge in deaf education, is a state agency that operates a residential school, a full-service direct instruction day school, and five regional cooperatives. The residential school is in Tucson (Arizona School for the Deaf, consisting of 200 day and 100 residential students), the day school is in Phoenix (Phoenix Day School for the Deaf, consisting of 300 students), and the five cooperatives are located around the state – all employing a comprehensive communication philosophy. The five cooperatives vary in their levels of service and they accommodate students of various ages based on local need.

Arizona also has a bilingual bicultural (Bi-Bi) charter school (Sequoia Charter School for the Deaf/HH, consisting of three campuses and over 80 students) that operates three campuses in the Phoenix metropolitan area. Sequoia encourages siblings of deaf/hh students and children of deaf parents to enroll in the school to provide a true Bi-Bi environment.¹²³

Desert Voices Oral Learning Center is a private Auditory-Oral school based in Phoenix, consisting of 29 campus students.¹²⁴ Funding for

¹²¹ Personal Communication with John Schmidt, AG Bell Consultant, on July 27, 2006.

¹²² Personal Email Communication with Lee Waters, ASSDHH Supervisor, on July 28, 2006.

¹²³ Personal Communication with Curt Radford, Principle, on July 13, 2006.

¹²⁴ Source: Personal Email Communication with Linda Malmber, Executive Director of Desert Voices Oral Learning Center, July 14, 2006.

tuition originates from parents, local school districts, insurance companies, and/or financial aid in the form of scholarships.¹²⁵

Arkansas

Arkansas has a full-service K-12 residential school for the deaf that is overseen by an expert board of trustees. The school currently has approximately 140 students, 45% of which are residential students. Teachers are paid the same or better than their public school counterparts.¹²⁶ Most of the students attend some regular education classes in addition to attending the deaf school.¹²⁷

California

California has a full continuum of placement and communication options. The California School for the Deaf at Freemont has 450 students, 66% of which are residential students. The California School for the Deaf at Riverside has 440 students, 35% of which are residential students. Both schools operate with a Bi-Bi philosophy. The California State Department of Education oversees the two schools.¹²⁸

California also has many regional center-based programs in which a number of districts have created consortiums in an effort to create critical masses of deaf/hh students and take advantage of economy of scale. For example, the Irvine School District serves over 170 deaf students in its center-based program. Students come from 28 school districts throughout Orange County. Students have the flexibility to mainstream for a portion of the day but also attend classes with other deaf/hh students and have a substantial social network of peers that communicate in the same language. Support staff include 60 professionals in various fields of deaf education, such as teachers, interpreters, and counselors.¹²⁹ Most of these programs employ a comprehensive communication approach.

Marlton School for the Deaf is a self-contained Deaf/HH school within the Los Angeles Unified School District. Marlton has 350 students, 80% of which are deaf/hh and 20% of which are the hearing siblings of the deaf/hh students. The deaf/hh and hearing students attend different

¹²⁵ Sources: <http://www.hawbaker.cx/pdsd/>; <http://www.asdb.state.az.us/>; <http://www.oraldeafed.org/schools/desertvoices/>; and Personal Communication with Curt Radford, Sequoia Principle, on July 13, 2006.

¹²⁶ Personal Communication with Mike Phillips, K-12 Principle, on July 20, 2006.

¹²⁷ <http://www.state.ar.us/asd/>, accessed online July 14, 2006.

¹²⁸ Sources: <http://www.csdf.k12.ca.us/>; <http://csdr-cde.ca.gov/>; Personal Communications with Henry Klopping, Superintendent of CSDF, July 13, 2006; and Harold Kund, Superintendent of CSDR, July 13, 2006.

¹²⁹ (1999). Communication Access and Quality Education for Deaf and Hard-of-hearing Children: The Report of the California Deaf and Hard-of-hearing Education Advisory Task Force, p. 6.

classes, but go to the same school. The school employs a comprehensive communication philosophy.¹³⁰

There are a number of private Auditory-Oral programs throughout the state. Each of the schools are directed by experts in Auditory-Oral education methodologies. These programs do not include sign language into the curriculum. Here is a list of the programs:

- Hearing and Speech Center of Northern California (San Francisco)¹³¹
-15 students enrolled¹³²
- The Echo Center (Culver City)¹³³
-290 students enrolled¹³⁴
- The John Tracy Clinic (Los Angeles)¹³⁵
-19 students enrolled¹³⁶
- The Jean Weingarten Peninsula School for the Deaf (Redwood City)¹³⁷
-50 students enrolled¹³⁸
- Children's Choice for Hearing and Talking (Sacramento & San Diego)¹³⁹
-35 students enrolled¹⁴⁰
- Oralingua School for the Hearing Impaired (Whittier)¹⁴¹
-57 students enrolled¹⁴²

Colorado

Colorado is currently in a state of reform. *Without reducing any current placement options*, the state may undertake a plan to transition to a regional model.¹⁴³ Currently, Colorado operates a K-12 residential school

¹³⁰ Sources: http://www.lausd.k12.ca.us/Marlton_EL/index1.htm; Personal Communication with Socorro Jimenez, office staff, on July 14, 2006.

¹³¹ <http://www.hearingspeech.org/education.htm>, accessed on July 14, 2006.

¹³² Personal Communication with Scott on July 20, 2006.

¹³³ <http://www.oraldeafed.org/schools/echo>, accessed on July 14, 2006.

¹³⁴ Personal Communication with Regina on July 20, 2006.

¹³⁵ <http://www.jtc.org/>, accessed on July 14, 2006.

¹³⁶ Personal Communication with Lane on July 20, 2006.

¹³⁷ <http://www.oraldeafed.org/schools/jwposd/>, accessed on July 14, 2006.

¹³⁸ Personal Communication with Elizabeth Thompson on July 20, 2006.

¹³⁹ <http://www.oraldeafed.org/schools/cchatsac/>, accessed on July 14, 2006.

¹⁴⁰ Personal Communication with Laura Turner on July 20, 2006.

¹⁴¹ <http://www.oraldeafed.org/schools/oralingua/>, accessed on July 14, 2006.

¹⁴² Personal Communication with Kristin Dunton, Administrative Assistant, on July 20, 2006.

¹⁴³ Colorado Quality Standards: Programs and Services for Students Who are Deaf and Hard of Hearing. Colorado Department of Education, Exceptional Student Services, August 1, 2004.

for the deaf and the blind (Colorado School for the Deaf and the Blind), which currently enrolls approximately 190 students, 145 of them being deaf/hh. Sixty-five are K-12 residential students and 16 are transition (age 18-21) students.¹⁴⁴ Two-thirds of the students are deaf/hh.¹⁴⁵ The school employs a comprehensive communication approach. An expert advisory board oversees the school's strategic direction.

Additionally, Colorado houses the Rocky Mountain Deaf School (RMDS). RMDS is a Pre-6th grade school that works within a strong Bi-Bi philosophy. It is a charter school located near Denver.¹⁴⁶ The school currently enrolls 35 of students.¹⁴⁷

Connecticut

Connecticut houses the nation's first Deaf school, American School for the Deaf (ASD), founded in 1817. An expert board of directors oversees the school. ASD currently has 450 students. Fifty percent are residential and fifty percent are day students.¹⁴⁸ The school operates with a comprehensive communication philosophy. ASD offers multiple programs on-campus and outreach services including a Cochlear Implant center, driver's education, summer school, vocational preparation, and a program to serve emotionally and behaviorally challenged youth. The outreach consultants assist LEAs with deaf education issues on a fee-for-service basis.¹⁴⁹

Delaware

Delaware has a full service residential school for the deaf that currently enrolls approximately 140 students, 15 of which are deaf-blind. An expert board called the "Site Council" is responsible for making strategic direction recommendations. The school is part of the Christina School District, from which it receives 30% of its funding. The other 70% comes from the State. Other districts must pay the Christina district tuition for sending their students to the deaf school. Most of the administrators at the school are Deaf. Services include a variety of programs including work experience, parent-infant, job placement, pre-vocational courses, and partial mainstreaming.

While some students mainstream, there are no other substantive deaf programs in the state.¹⁵⁰

¹⁴⁴ Personal Communication with Janette Steele on July 20, 2006.

¹⁴⁵ Personal Communication with Julie, receptionist at CSDB, July 17, 2006; <http://www.csdb.org/>

¹⁴⁶ <http://www.rmdeafschool.net/>, accessed online July 17, 2006.

¹⁴⁷ Personal Email Communication with Janet Carney, Director, on August 2, 2006.

¹⁴⁸ Personal Email Communication with Fern Reisinger, Director of Education Programs, on July 20, 2006.

¹⁴⁹ <http://www.asd-1817.org/#>, accessed online July 18, 2006.

¹⁵⁰ Sources: <http://www.christina.k12.de.us/sterck/>, accessed online July 18, 2006; Personal Communication with Jaynie Martelli, office staff, on July 18, 2006.

Florida

Florida has two residential schools, one day-program Montessori school, and a day-program Auditory-Oral private school. The Florida School for the Deaf and the Blind (FSDB) is the largest in the nation, currently enrolling 800 students, 450 of whom are deaf/hh (300 residential and 150 day students). A Board of Trustees oversees the school. The school follows a comprehensive communication philosophy. Admission criteria are quite strict. For example, FSDB does not accept students who are autistic, mentally retarded, emotionally or behaviorally disruptive, homebound, or dangerous. A special needs department handles students with multiple disabilities.¹⁵¹ General student enrollment is steadily increasing every year.¹⁵²

Blossom Montessori is a private not-for-profit school that has 25 deaf/hh students. It follows a comprehensive communication philosophy. Programs are available for students age three to 15. In addition, the school accepts deaf students' siblings and children born to deaf parents. A board of advisors oversees the school.¹⁵³

National Deaf Academy and its adjoining Charter School is a private organization that accepts deaf/hh individuals with psychiatric and behavioral problems. Currently, there are approximately 78 clients, 73 of whom are students at the charter school.¹⁵⁴ The Charter School works with a 1:3 teacher / student ratio and operates year round.¹⁵⁵ An expert board oversees the school.

Clarke is a private Auditory-Oral school in Jacksonville. There are currently 25 students enrolled on campus. The teacher / student ratio is 1:6-8, respectively. Programs serve children from 18 months through kindergarten. Additionally, Clarke has a Primary Program for students needing extra assistance if they are not ready to mainstream by first grade.¹⁵⁶ A two-week summer camp program is available for students around the country ages nine to 12 for \$1,575.00. It is offered at the Northampton, MA campus.¹⁵⁷

¹⁵¹ <http://www.fsdb.k12.fl.us/>, accessed on July 18, 2006.

¹⁵² Personal Communication with Denise Herrich, Executive Assistant, on July 21, 2006.

¹⁵³ Sources: <http://www.blossomschool.org/about/welcome.htm>, accessed on July 19, 2006; Personal Communication with Julie Rutenberg, Director, on July 19, 2006.

¹⁵⁴ Personal Email Communication with Rebecca Hilding, Director, on July 21, 2006.

¹⁵⁵ Sources: <http://www.nationaldeafacademy.com/>, accessed on July 19, 2006; Personal Communication with 'Robert,' nursing staff, July 19, 2006.

¹⁵⁶ Sources: <http://www.oraldeafed.org/schools/clarke/> & http://www.clarkeschool.org/content/Clarke_Jacksonville/educational.php, accessed on July 19, 2006.

¹⁵⁷ <http://www.clarkeschool.org/content/programs/index.php>, accessed online July 20, 2006.

Georgia

Georgia has a continuum of placement options. The Georgia School for the Deaf (GSD) enrolls approximately 85-100 students, 68-70 of which are residential students. GSD employs a comprehensive communication philosophy. The school does not pay for any transportation services – the home counties cover all the costs for both day and residential students. Teachers are paid at the same or higher rates than their public school counterparts.¹⁵⁸ The Georgia State Board of Education oversees the GSD.

Hawaii

Hawaii has a state-run school for the deaf on the island of Honolulu called the Hawaii Center for the Deaf and the Blind (HCDB). HCDB is under the State Department of Education, but it has a School Community Council, which is an advisory board made up of four school representatives and four community representatives with expertise in deaf education.¹⁵⁹ The school currently enrolls 84 deaf and five deaf-blind students. The school operates with a Bi-Bi communication philosophy.¹⁶⁰ Twenty-two students are residential and 68 commute daily.¹⁶¹

Idaho

The next chapter will discuss Idaho's deaf education information in depth. However, the following will suffice as a brief summary. The Idaho School for the Deaf and the Blind (ISDB) currently enrolls 43 deaf/hh students – 25 residential students and 18 day students.¹⁶² The school operates with a comprehensive communication philosophy. The Idaho State Board of Education oversees ISDB with no expert advisory board of any kind.

ISDB is one of the few state-funded deaf schools in the nation to have a satellite Auditory-Oral program for pre through 1st graders, a program that currently enrolls approximately eleven students. ISDB was one of the first schools in the nation in the current era to implement an Auditory-Oral program (after Utah's program, which has existed for decades).¹⁶³ ISDB pays for the teachers and the LEA supplies the facilities. ISDB also has a small satellite comprehensive communication program with five students under the same teacher/facility agreement as the Auditory-Oral program.¹⁶⁴

Ten small regional programs exist through the state where some districts pool resources to provide supplemental services in a mainstream

¹⁵⁸ Personal Communication with Olene Lloyd, the superintendent's assistant, on July 20, 2006.

¹⁵⁹ Personal Communication with Sydney Dickerson, Administrator, on August 3, 2006.

¹⁶⁰ <http://www.hcdb.k12.hi.us/>, accessed online July 20, 2006.

¹⁶¹ Personal Communication with Georgia on July 21, 2006.

¹⁶² Personal Email Communication with Rod Howells, Student Services Director, on July 21, 2006.

¹⁶³ Personal Communication with John Schmidt, AG Bell Consultant, on July 28, 2006.

¹⁶⁴ Personal Email Communication with Mary Dunne, Outreach Director, on July 25, 2006.

environment. Most of these regional programs have small numbers of students. With the exception of the two ISDB satellite programs mentioned above, the LEAs around the state pay for the costs associated with offering their own deaf/hh education programs.

Illinois

Illinois School for the Deaf (ISD) currently has 260 students on campus – 210 residential and 50 day students. The residential students travel home via charter bus 8-11 times per year rather than every weekend. An expert Advisory Council oversees the school's operations under the Governor's Office. Teachers are paid more than their public school counterparts. The school has a substantial athletic program. The LEAs reimburse ISD for transportation. ISD is a full service campus with birth to grade 12 programs, include a career preparation program.¹⁶⁵

Child's Voice Oral School serves children ages three through eight in the Chicago metropolitan area. It is a private school with approximately 40 students.¹⁶⁶

The St. Joseph Institute for the Deaf at Carle is a private Auditory-Oral school located in Champaign-Urbana. The school services children from birth to age six, and allows the inclusion of hearing peers. Currently, there are 26 students on campus, 15 deaf/hh and 11 hearing.¹⁶⁷

Indiana

The Indiana School for the Deaf (ISD) was one of the first states to implement a Bi-Bi approach to Deaf education. The success of this movement has been remarkable for ISD.¹⁶⁸ The pre-12 school has approximately 335 students – 168 residential and 167 day students. The school offers a full series of extra-curricular activities for campus students in addition to a robust outreach program.¹⁶⁹ Transportation is paid entirely by the LEAs. An expert and diverse school board oversees the school.¹⁷⁰

The St. Joseph Institute for the Deaf at Indianapolis is Indiana's only private Auditory-Oral school. The school has an early intervention program, a preschool, and a kindergarten. Currently, there are 22 preschoolers/kindergartners on campus.¹⁷¹

¹⁶⁵ Personal Communication with Randy Sheirburn, Personnel Director, on July 21, 2006.

¹⁶⁶ <http://www.oraldeafed.org/schools/childsvoice/about.html>, accessed on July 20, 2006.

¹⁶⁷ Sources: <http://www.oraldeafed.org/schools/stjocarle/>, accessed on July 21, 2006; Personal Communication with Danielle Edmonson, Director, on July 21, 2006.

¹⁶⁸ http://www.deaf-kids.com/IND/ASHA2003BIBiInfo_files/frame.htm, accessed online on July 24, 2006.

¹⁶⁹ <http://www.deafhoosiers.com/Students/>, accessed online July 24, 2006.

¹⁷⁰ Personal Communication with Marty Fisk, Secretary, on July 25, 2006.

¹⁷¹ Personal Email Communication with Teri Ouellette, Director, on July 21, 2006.

Iowa

Iowa School for the Deaf (ISD) is a full service comprehensive communication campus with 105 students – 80 residential and 25 day students. In addition to serving deaf/hh students in Iowa, ISD serves some students from Nebraska as a result of its state school for the deaf closing in 1998.

Kansas

The Kansas School for the Deaf (KSD) is a Bi-Bi pre through 12th grade school offering full services. Currently, there are 133 students enrolled – approximately 89 residential and 44 day students. The Kansas State Board of Education oversees KSD, but an expert advisory committee steers the agency strategically.¹⁷²

Louisiana

Louisiana School for the Deaf (LSD) serves 245 deaf/hh students across the state via a comprehensive communication model – 145 residential and 100 day students. The Louisiana State Department of Education oversees LSD. LEAs generally do not refer deaf/hh children because the state has a parent option. Therefore, almost all of the students are referred by their parents. LSD has a summer school program and their teachers are typically close to pay parity with the public schools. Hurricane Katrina has caused some recent fluctuations in enrollment.¹⁷³

The New Orleans Oral School is a private Auditory-Oral school that currently serves eight children on campus in its preschool. The school also has infant and toddler programs. Parents pay the tuition. Students can attend summer school.¹⁷⁴

Maine

The Maine Educational Center for the Deaf and Hard of Hearing is a comprehensive service agency that offers outreach and center-based services for deaf/hh students around the state. An expert School Board oversees the agency with diverse representation from deaf/hh professionals and community members. The Governor Baxter School for the Deaf (GBSD) currently enrolls 56 students – 10 residential and 46 day students.¹⁷⁵ The school follows a comprehensive communication system.

Hear ME now! is Maine's first Auditory-Oral school. It is a relatively new private organization that specializes in serving birth to 1st grade students.

¹⁷² Sources: <http://ksdeaf.org/>, accessed on July 24, 2006; and Personal Communication with Renee Marra, Superintendent's Assistant, on July 25, 2006.

¹⁷³ Personal Communication with Kenny David, Interim Superintendent, on July 27, 2006.

¹⁷⁴ Sources: <http://www.oraldeafed.org/schools/neworleans/>, accessed online July 25, 2006; Personal Communication with Lee Gafrey, Development Director, on July 25, 2006.

¹⁷⁵ <http://www.baxter.pvt.k12.me.us/index.html>, accessed on July 25, 2006.

The program currently does not have any students in preschool or kindergarten but has some infants/toddlers coming in for periodic services.¹⁷⁶

Maryland

The Maryland School for the Deaf (MSD) is a Bi-Bi school that has an expert board of trustees that oversees operations. The school has a campus in Frederick that serves pre through 12th grade students and a campus in Columbia that serves students through 8th grade as well as students with multiple disabilities. MSD is considered one of the leading schools for the deaf in the country, boasting 278 students at the Frederick campus and 101 at the Columbia campus – 105 residential and 274 day students total.¹⁷⁷ The Superintendent is Deaf.

Massachusetts

The Learning Center for Deaf Children has an Advisory Board and a total of 192 students on its two campuses.¹⁷⁸ The school operates with a Bi-Bi communication philosophy. It was the first deaf school in Massachusetts to depart from the oral method in the 1970s. Currently, a unique feature of this school is that it has a special Bi-Bi program for students with Cochlear Implants; this program is called the Dual Language Program.¹⁷⁹

The Willie Ross School for the Deaf has a Board of Trustees. The school services 65 day students.¹⁸⁰ Students can enjoy full immersion on campus or participate in reverse mainstreaming through a well established dual enrollment partnership with the East Longfellow Public School District. Willie Ross integrated one of its campuses into a public school setting.¹⁸¹ The school employs a comprehensive communication philosophy.

The Clarke School for the Deaf/Center for Oral Education has an Advisory Board that gives direction to the program. The School is an Auditory-Oral school servicing a total of 58 students. Nineteen are residential and 39 are day students.¹⁸²

Clarke School East is an Auditory-Oral school that services 20 students in a day program. The school has an Advisory Board.¹⁸³ It is a satellite campus of the main Clarke campus.

¹⁷⁶ Personal Communication with Kerri Willet on July 25, 2006.

¹⁷⁷ Personal Communication with Marilyn, Superintendent's Executive Assistant, on August 28, 2006.

¹⁷⁸ Personal Communication with Judy Mack, secretary, on August 15, 2006.

¹⁷⁹ Accessed online <http://www.tlcdeaf.org/>, September 14, 2006.

¹⁸⁰ Personal Communication with Veronica Miller, Principal, August 28, 2006.

¹⁸¹ Accessed online <http://www.willierossschool.org/partnership.html> on September 14, 2006.

¹⁸² Personal Communication with Chris Alexander, Principal, August 15, 2006.

¹⁸³ Personal Communication with Jackie, secretary to Principal, August 28, 2006.

Michigan

Michigan School for the Deaf (MSD) has a total student population of 167 students, 94 being residential and 73 day students.¹⁸⁴ It is a state-operated school for the deaf employing a comprehensive communication philosophy. MSD serves students from birth to 26. Local school districts are responsible for referring students based on IEPs.¹⁸⁵

Minnesota

Metro Deaf School (MDS) is a Charter School Bi-Bi program that enrolls 74 day students. There is not a residential aspect to the school. The school has an Advisory Board.¹⁸⁶

Minnesota State Academy for the Deaf is a Bi-Bi program that enrolls a total of 130 students. Eighty of the students are residential students and 50 are day students. MSAD has an Advisory Board that oversees the program.¹⁸⁷ The school has a robust summer enrichment program.¹⁸⁸

Northern Voices is an independent, not-for-profit Auditory-Oral school that enrolls 21 students in a day program. There is an Advisory Board for the school.¹⁸⁹

Mississippi

Mississippi School for the Deaf is a state-operated Bi-Bi program with 128 students enrolled. Ninety-five students are residential and 33 are day school students.¹⁹⁰ As mandated by the Mississippi Department of Education, students may be awarded a High School Diploma, Occupational Diploma, or Certificate of Life Skills.¹⁹¹

Missouri

Missouri School for the Deaf is a state-operated comprehensive communication program with 115 students enrolled. It is the oldest deaf school west of the Mississippi river. Eighty-five students are residential and 30 are day school students.¹⁹²

¹⁸⁴ Personal Communication with Janet Kelly, secretary to Principal, August 28, 2006.

¹⁸⁵ Accessed online <http://www.msdb.k12.mi.us/msd/index.html> September 14, 2006.

¹⁸⁶ Sources: Personal Communication with Kim Broberg, Principal, August 15, 2006; accessed online <http://www.metrodeafschool.org/page2.html> September 14, 2006.

¹⁸⁷ Personal Communication with Denise Reid, Principal, August 10, 2006.

¹⁸⁸ Accessed online <http://www.msad.state.mn.us/News/Companion/MayJune/AcademicEnrichment.htm> September 14, 2006.

¹⁸⁹ Personal Communication with Tahara Mamdani, Executive Director, August 10, 2006.

¹⁹⁰ Personal Communication with Sandra Edwards, August 10, 2006.

¹⁹¹ Accessed online <http://www.msd.k12.ms.us/secondary.htm> September 14, 2006.

¹⁹² Sources: Personal Communication with Barbara McGrath, Principal, August 10, 2006; accessed online <http://www.msd.k12.mo.us/> September 14, 2006.

The Moog Center for Deaf Education is an Auditory-Oral school servicing 21 day students.¹⁹³ Moog's curriculum is popular among Auditory-Oral programs and is award-winning. Other satellite Moog programs exist elsewhere.¹⁹⁴

The Moog School at Columbia is an Auditory-Oral school with an Advisory Board. The school has 31 students enrolled in the day program. There are no residential students.¹⁹⁵ It is a satellite program of the Moog Center in St. Louis.¹⁹⁶

St. Joseph School for the Deaf is an Auditory-Oral parochial school with an Advisory Board. The school's enrollment totals 64. Ten students are residential and 54 are day students.¹⁹⁷

Central Institute for the Deaf School is an Auditory-Oral school with and Advisory Board. The school's enrollment is 48 day school students. There are no residential students.¹⁹⁸

Montana

Montana School for the Deaf and the Blind (MSDB) has a total of 70 students, 55 of whom are deaf/hh. There are twenty-one residential and 34 day deaf/hh students. The Montana Board of Public Education oversees the school. Enrollment was previously in decline but it has stabilized over the past 4-5 years. MSDB teacher salaries were historically lower than their public school counterparts' but they have been getting closer to parity over the past several years due to the efforts of the superintendent.¹⁹⁹ MSDB serves some students from Wyoming who need a residential, direct-instruction placement option because Wyoming closed its school for the deaf several years ago.²⁰⁰

Nebraska

Omaha Hearing School is an Auditory-Oral school with an Advisory Board. The enrollment of the school is 40 day students. There are no residential students.²⁰¹

Nebraska closed its state-operated school for the deaf in the late 90s. However, Iowa school for the deaf is located seven miles away from the

¹⁹³ Personal Communication with Judy Harper, Director, August 10, 2006.

¹⁹⁴ Accessed online <http://www.oraldeafed.org/schools/moog/index.html> September 14, 2006.

¹⁹⁵ Personal Communication with Betsy Brooks, Director, August 28, 2006.

¹⁹⁶ Accessed online <http://www.oraldeafed.org/schools/moogcolumbia/> September 14, 2006.

¹⁹⁷ Personal Communication with Sister Roseanne, Administrator, August 28, 2006

¹⁹⁸ Personal Communication with Kathy Kreidler, secretary to Principal, August 28, 2006

¹⁹⁹ Personal Communication with Bonnie, Superintendent's Executive Assistant, on July 25, 2006.

²⁰⁰ Personal Communication with Steve Gettel, MSDB Superintendent, on July 27, 2006.

²⁰¹ Personal Communication with Amber Miller, secretary to Director on August 10, 2006.

former location of Nebraska's school, so many students made a simple transition to Iowa's deaf school.

New Hampshire

Laurent Clerc Academy is a small Bi-Bi Charter school with an Advisory Board. The expected enrollment is 10 day students with an anticipated opening in January 2007.²⁰²

HEAR in New Hampshire is an Auditory-Oral school with seven day students.²⁰³

New Jersey

Lake Drive School for the Deaf and Hard of Hearing is a school using comprehensive communication. There is also a preschool Auditory-Oral program. The total enrollment is 175 with all students being day students.²⁰⁴ The school has formalized a mainstream program with the Mountain Lakes School District for students wishing to mainstream.²⁰⁵

Marie H. Katzenbach School for the Deaf is a comprehensive communication school with an Advisory Board. There are 265 enrolled students. The school has 159 residential and 106 day students.²⁰⁶ While the school maintains a comprehensive communication philosophy, it has a wide array of programs, including a special program for students with Cochlear Implants.²⁰⁷

Summit Speech School is an Auditory-Oral school serving 67 day students.²⁰⁸ The school serves children from birth to age five. It also acts as a resource center for the community.²⁰⁹

New Mexico

New Mexico School for the Deaf (NMSD) is a Bi-Bi School governed by a Board of Regents. There are 110 enrolled students – 66 residential and 44 day students.²¹⁰ The main campus is in Santa Fe, but NMSD also offers early childhood services through its satellite preschool programs in Albuquerque and Las Cruces. The agency also offers an outreach program for children enrolled in public schools.²¹¹

²⁰² Personal Communication with Amber Miller, secretary, August 28, 2006.

²⁰³ Personal Communication with Paula Siemans, Administrator, August 28, 2006.

²⁰⁴ Personal Communication with David Alexander, Principal, August 28, 2006.

²⁰⁵ Accessed online http://www.mtlakes.org/ld/auditory_oral.htm September 15, 2006.

²⁰⁶ Personal Communication with Della Hanson, Administrative Assistant to Principal, August 28, 2006

²⁰⁷ Accessed online <http://www.mksd.state.nj.us/> September 15, 2006.

²⁰⁸ Personal Communication with Roseann Tucillo, secretary, August 28, 2006.

²⁰⁹ Accessed online <http://www.oraldeafed.org/schools/summit/> September 15, 2006.

²¹⁰ Personal Communication with Kathy Encinias, Administrative Assistant, August 15, 2006.

²¹¹ Accessed online <http://www.nmsd.k12.nm.us/> September 18, 2006.

Presbyterian Ear Institute Oral School is a private Auditory-Oral school with an Advisory Board. There are 14 day students.²¹² The school maintains a 4 to 1 student / teacher ratio. A summer program is also offered. Research opportunities are welcomed.²¹³

New York

Cleary School for the Deaf is a comprehensive communication school with an Advisory Board. There are 82 enrolled students, all of whom are day students.²¹⁴ Cleary also offers both ASL and Auditory-Oral programs to meet a variety of student needs.²¹⁵

Clarke NYC Auditory/Oral Center is an Auditory-Oral school with an Advisory Board. There are 82 students – all of whom are day students.²¹⁶ Clarke offers a broad spectrum of programs and encourages a high level of parent involvement.²¹⁷

New York School for the Deaf, in White Plains, NY, is a comprehensive communication school with an Auditory-Oral preschool program. The school has an Advisory Board. There are 140 enrolled day students and no residential students.²¹⁸

New York State School for the Deaf (NYSSD) is a comprehensive communication school with 90 students enrolled. Sixty-eight students are residential students and 22 are day students.²¹⁹ The school serves children from birth. NYSSD has several unique secondary programs, including college, career, and vocational preparation tracts.²²⁰

Rochester School for the Deaf is a comprehensive communication school with an Advisory Board. There are 147 students enrolled. Thirty students are residential and 117 are day students.²²¹ The school is separated into three academic departments: elementary, middle school, and high school. The school has established a unique residential component by partnering with Hillside Children's Center. This program serves children from age seven to 21. It is particularly designed to meet the needs of developmentally and emotionally challenged youth.²²²

²¹² Personal Communication with Cheryl Gardner, Director, August 15, 2006.

²¹³ Accessed online <http://www.oraldeafed.org/schools/pei/addprograms.html> September 18, 2006.

²¹⁴ Personal Communication with Barbara Esp, secretary, August 15, 2006.

²¹⁵ Accessed online <http://www.clearyschool.org/programs.htm> September 18, 2006.

²¹⁶ Personal Communication with Teresa Boemio, Director, August 15, 2006.

²¹⁷ Accessed online http://www.clarkeschool.org/content/Clarke_NYC/about.php September 18, 2006.

²¹⁸ Personal Communication with Arlene Rice, secretary, August 15, 2006.

²¹⁹ Personal Communication with Sara Proper, secretary, August 15, 2006.

²²⁰ Accessed online <http://www.vesid.nysed.gov/specialed/nyssd/> September 18, 2006.

²²¹ Personal Communication with Samatha Merithew, secretary, August 15, 2006

²²² Accessed online http://www.rsdeaf.org/school_residential.asp September 18, 2006.

St. Francis De Sales School for the Deaf is a parochial comprehensive communication school with an Auditory-Oral preschool. The school has an Advisory Board. There are 124 students enrolled, all of whom are day students.²²³ The school also has a special needs program for children who are deaf with additional disabilities. St. Francis receives some federal funds and private donations to operate pre-8th grade after school programs.²²⁴

St. Joseph's School for the Deaf is a parochial comprehensive communication school serving children from birth through middle school. The school has an Advisory Board. There are 115 day students enrolled.²²⁵ Separate signing-based and auditory-oral tracts are available in the preschool program. Special needs students also have a program to assist with functional academic skills.²²⁶

St. Mary's School for the deaf is a parochial comprehensive communication school with elementary and secondary programs. The school has an Advisory Board. There are 119 students enrolled – 35 residential and 84 day students.²²⁷ In addition to its wide array of programs, St. Mary's has a special Total Communication program for Cochlear Implanted students.²²⁸

Auditory/Oral School of New York is a private Auditory-Oral school in Brooklyn with an Advisory Board. Programs serve children from birth to preschool. There are 62 day students enrolled.²²⁹ The school also offers mainstream support, extra-curricular activities, and parent/infant services.²³⁰

Lexington School for the Deaf is a comprehensive communication school with an Board of Trustees and a board of directors. There are 400 students enrolled, making it the largest school for the deaf in New York. Forty students are residential and 360 are day students.²³¹ Lexington serves students from birth through high school. It also has a special needs unit, as well as a foreign language transition program because the school has students from families who speak 19 different languages. In addition to the school, the Lexington Center on Deafness offers a broad

²²³ Personal Communication with Maria Barteletto, Administrative Assistant, August 16, 2006.

²²⁴ Accessed online <http://www.sfdesales.org/afterschoolprograms.asp?m=5> September 18, 2006.

²²⁵ Personal Communication with Steve Sarraan, Administrator, August 16, 2006.

²²⁶ Accessed online <http://www.sjsdny.org/programs.htm> September 18, 2006.

²²⁷ Personal Communication with Gail Burrows, secretary, August 16, 2006.

²²⁸ Accessed online <http://www.smsdk12.org/hs.htm> September 18, 2006.

²²⁹ Personal Communication with Jeanne, secretary, August 16, 2006.

²³⁰ Accessed online <http://www.oraldeafed.org/schools/aosny/edprograms.html> September 18, 2006.

²³¹ Personal Communication with Ahmed Elyonimi, Director, August 16, 2006.

array of services, such as VR training, mental health, speech and audiology, among others.²³²

Buffalo Hearing and Speech Center is an Auditory-Oral school with an Advisory Board that serves children from birth to age five. There are 24 day students enrolled.²³³ The program was developed in collaboration with Jean Moog, and thus incorporates the Moog curriculum.²³⁴

Nevada

Nevada has never had a school for the deaf. School districts serve deaf/hh students through mainstreaming programs with supplemental support. However, due to public demand, a Bi-Bi deaf charter school in Las Vegas is on its way to becoming established. The school is expected to open in August of 2007. It will be a day school.²³⁵

North Carolina

North Carolina School for the Deaf (NCSD) is a comprehensive communication school. There are 131 students enrolled – 93 residential and 38 day students.²³⁶ NCSD serves children from elementary through high school. High school students have diploma options of Career Prep, College Tech Prep, College/University Prep, and Occupational Course of study.²³⁷

Eastern North Carolina School for the Deaf is a comprehensive communication school with 104 students – 90% are residential students.²³⁸ The school serves hard of hearing, deaf, multi-disabled, and deaf-blind students. Programs accommodate children from age five to 21 from 53 eastern most counties in North Carolina. Students also have the choice of enrolling in an occupational program.²³⁹

North Dakota

North Dakota School for the Deaf (NDSD) is a comprehensive communication school with 28 students enrolled – 28 residential and two day students.²⁴⁰ It serves students from preschool through high school. NDSD operates campus and outreach services.²⁴¹

²³² Accessed online <http://www.lexnyc.com/about.html> September 18, 2006.

²³³ Personal Communication with Lynne Shea, Principal, August 16, 2006.

²³⁴ Accessed online <http://www.oraldeafed.org/schools/buffalo/index.html> September 18, 2006.

²³⁵ Sources: Personal Communication with Carol Bass on September 13, 2006; and accessed online <http://charterschool.deafasvegas.com/> September 18, 2006.

²³⁶ Personal Communication with Kim Collins, secretary, August 15, 2006.

²³⁷ Accessed online <http://www.ncsd.net/> September 19, 2006.

²³⁸ Personal Communication with Donna in the Business office, August 15, 2006.

²³⁹ Accessed online http://www.encsd.net/Program%20Pages/OCS/Vocational06_1.html September 19, 2006.

²⁴⁰ Personal Communication with Dennis Fogelson, Superintendent, August 10, 2006.

²⁴¹ Accessed online <http://www.nd.gov/ndsd/> September 19, 2006.

Ohio

The Ohio School for the Deaf (OSD) is a comprehensive communication school with an Advisory Board. The school embodies a Bi-Bi slant to its communication philosophy. There are 132 students enrolled – 30 residential and 102 day students.²⁴² OSD has been operating since 1829. The school houses the state's centralized clearinghouse for interpreter training. In addition to this program, the school has a broad spectrum of student-oriented programs from preschool through high school.²⁴³

St. Rita School for the Deaf is a private comprehensive communication school with an Advisory Board. There are 155 students enrolled – 13 residential and 142 day students.²⁴⁴ St. Rita has a preschool program, a Montessori elementary program, a K-12 program, a vocational program, and a literacy program, among others.²⁴⁵

Ohio Valley Voices is an Auditory-Oral School with an Advisory Board. There are 35 day students enrolled.²⁴⁶ The school was founded in 2000 and serves the tri-state area. A full-day program is provided for children from age three to second grade. Children are separated according to their competencies.²⁴⁷

Oklahoma

Oklahoma School for the Deaf is a comprehensive communication school. There are 150 students enrolled – 90 residential and 60 day students.²⁴⁸ The school offers a variety of programs to meet individual children's needs.²⁴⁹

Hearing Enrichment Language Program (HELP) is an Auditory-Oral preschool program. The program has an Advisory Board. There are 18 students enrolled in a day program. There are no residential students.²⁵⁰ Two- and three-year-olds attend the school's preschool twice per week. HELP also offers parent workshops and assists with post-implant habilitation for the three months after a child is implanted.²⁵¹

Oregon

Oregon School for the Deaf (OSD), in Salem, is a comprehensive communication school with 120 students enrolled – 60 residential and 60

²⁴² Personal Communication with Liz-Dunbar-Grooms, Administrator, August 10, 2006.

²⁴³ Accessed online <http://www.ohioschoolforthe deaf.org/islr/default.htm> September 19, 2006.

²⁴⁴ Personal Communication with Greg Ernst, Principal, August 16, 2006.

²⁴⁵ Accessed online <http://www.srsdeaf.org/> September 19, 2006.

²⁴⁶ Personal Communication with Pat Jones, Administrator, August 16, 2006.

²⁴⁷ Accessed online <http://www.oraldeafed.org/schools/ohio/> September 19, 2006.

²⁴⁸ Personal Communication with Linda Beavert, Administrative Assistant, August 16, 2006.

²⁴⁹ Accessed online http://www.osd.k12.ok.us/about_osd/about_osd.html September 19, 2006.

²⁵⁰ Personal Communication with June Cashion, Administrator, August 16, 2006.

²⁵¹ Accessed online <http://www.oraldeafed.org/schools/help/index.html> September 19, 2006.

day students.²⁵² OSD serves children from elementary through high school. The school offers a variety of programs, including community ASL classes.²⁵³ There are discussions about the potential merging of Oregon's blind and deaf schools.

Tucker-Maxon Oral School is an Auditory-Oral school with an Advisory Board. There are 34 day students enrolled.²⁵⁴ The school offers services from preschool through fifth grade as well as support to local secondary students in neighboring school districts.²⁵⁵

Pennsylvania

Pennsylvania School for the Deaf (PSD) is a comprehensive communication school with an Advisory Board. There are 187 day students enrolled.²⁵⁶ Founded in 1820, PSD is the 3rd oldest deaf school in the U.S. The school serves students from age three to 21. It is one of the state's four private state-chartered schools.²⁵⁷

Western Pennsylvania School for the Deaf (WPSD) is also one of the four private state-chartered schools. It is a comprehensive communication school with an Advisory Board. There are 200 students enrolled – 90 residential and 110 day students.²⁵⁸ The school has programs to serve students through high school. A special mainstreaming program with the Word of God school allows WPSD students the opportunity to interact educationally with their hearing peers, if they wish, and also allows the Word of God students to learn about deafness.²⁵⁹

Scranton State School for the Deaf is a comprehensive communication school with an Advisory Board. There are 105 students enrolled – 35 residential and 70 day students.²⁶⁰ In addition to all the campus-based and outreach programs, the school operates an Auditory Access program in conjunction with a local elementary school for children whose parents would like them to have additional exposure to auditory-oral methods.²⁶¹

Clarke Pennsylvania Auditory/Oral Center is an Auditory-Oral school with a local Advisory Board. The school has a total enrollment of 36 day

²⁵² Personal Communication with Jane Muholland, Administrator, August 16, 2006.

²⁵³ Accessed online <http://www.osd.k12.or.us/> September 19, 2006.

²⁵⁴ Personal Communication with George Fortier, Administrator, August 16, 2006.

²⁵⁵ Accessed online <http://www.oraldeafed.org/schools/tmos/index.html> September 19, 2006.

²⁵⁶ Personal Communication with Meagan Toomey, Administrator, August 10, 2006.

²⁵⁷ Accessed online <http://www.psd.org/> September 19, 2006.

²⁵⁸ Personal Communication with Tim Harris, Administrator, August 16, 2006.

²⁵⁹ Accessed online <http://www.wpsd.org/academics/mainstreaming.htm> September 19, 2006.

²⁶⁰ Personal Communication with Jim Corkill, Administrator, August 29, 2006.

²⁶¹ Accessed online <http://www.neiu.k12.pa.us/WWW/SSSD/> September 19, 2006.

students. Twenty-one students are in the birth-3 age range, 15 students are in the Pre-kindergarten age range.²⁶²

DePaul School for Hearing and Speech is an Auditory-Oral school with an Advisory Board. There are 50 day students enrolled.²⁶³ The school used to be known as the Pittsburgh School for the Deaf when it was founded over 100 years ago. Over half of the students have Cochlear Implants.²⁶⁴

Rhode Island

Rhode Island School for the Deaf is a comprehensive communication school with an Advisory Board. There are 110 day students enrolled.²⁶⁵ The school has programs serving students from preschool through high school, including technical/vocational and mainstreaming programs.²⁶⁶

South Carolina

South Carolina School for the Deaf and Blind is a comprehensive communication school with an Advisory Board. There are 130 Deaf students enrolled -- 97 residential and 33 day students.²⁶⁷ The school serves deaf, blind, and multiply disabled students. In addition to its central residential campus, it has regional centers around the state.²⁶⁸

South Dakota

South Dakota School for the Deaf is rewriting their communication philosophy. As it stands, the school has two tracts: Bi-Bi (elementary, middle, and high school) and Auditory-Oral (elementary).²⁶⁹ The school has an Advisory Board. There are 48 day students enrolled.²⁷⁰

Tennessee

Tennessee School for the Deaf is a comprehensive communication School with 200 students enrolled – 150 residential and 50 day students.²⁷¹ The school offers a full spectrum of campus-based and outreach services and prides itself on the athletic programs.²⁷²

West Tennessee School for the Deaf is primarily a Total Communication School with a Signed English emphasis. Fifty-eight students are enrolled

²⁶² Personal Communication with Dan Salvucci, Administrator, August 30, 2006.

²⁶³ Personal Communication with Barra Jout-McDowell, Administrator, August 29, 2006.

²⁶⁴ Accessed online <http://www.oraldeafed.org/schools/depaul/index.html> September 19, 2006.

²⁶⁵ Personal Communication with John Platt, Administrator, August 16, 2006.

²⁶⁶ Accessed online <http://www.rideaf.net/> September 19, 2006.

²⁶⁷ Personal Communication with Shiela Brick-Wieser, Administrator, August 10, 2006.

²⁶⁸ Accessed online <http://www.scsdb.k12.sc.us/about/> September 19, 2006.

²⁶⁹ Accessed online http://www.sdsd.sdbor.edu/index_page.asp?folderId=32&pageId=0 September 19, 2006.

²⁷⁰ Personal Communication with Paula Koller, Administrator, August 10, 2006.

²⁷¹ Personal Communication with Elaine Alexander, Administrator, August 10, 2006.

²⁷² Accessed online <http://tsdeaf.org/about/about.html> September 19, 2006.

– 10 residential and 48 day students.²⁷³ Forty-five percent of the students are oral communicators. The school's goal is to reintegrate students into their home school district.²⁷⁴

Memphis Oral School for the Deaf is an Auditory-Oral school with an Advisory Board. Twenty-five day students are enrolled.²⁷⁵ Students have a variety of programs at their disposal, including parent-infant services, age two through six services, a half-day summer school program, and day care.²⁷⁶

Texas

There are 59 regional day programs for the Deaf in Texas serving 4,749 students. They use all modes of communication. The schools are directed by a Deaf Leadership Team.²⁷⁷

Jean Massieu Academy (JMA) is a comprehensive communication Charter school with a Board of Directors. It opened its doors in 1999 with 23 students enrolled. Since then, enrollment has increased significantly to 150 day students enrolled.²⁷⁸ About 1/3 of JMA's student population is hearing (e.g., children of deaf parents or siblings of deaf/hh children), but all students and staff are required to communicate in sign language.²⁷⁹

Sunshine Cottage School for Deaf Children is an Auditory-Oral school with an Advisory Board. There are 110 day students enrolled.²⁸⁰ Sunshine Cottage has programs for infants through the elementary years. Starting in the fourth grade, students may take advantage of a mainstreaming cooperative program with local public schools.²⁸¹

Texas School for the Deaf (TSD) is a comprehensive communication school with an Advisory Board. There are 450 students enrolled – 300 residential and 150 day students.²⁸² TSD offers many programs and prides itself on leading the cause for deaf education and deaf rights for over a century.²⁸³

²⁷³ Personal Communication with Barbara Bone, Administrator, August 17, 2006.

²⁷⁴ Accessed online <http://www.wtsd.tn.org/> September 19, 2006.

²⁷⁵ Personal Communication with Kathy Christenson, Director, August 21, 2006.

²⁷⁶ Accessed online <http://www.oraldeafed.org/schools/memphis/index.html> September 19, 2006.

²⁷⁷ Personal Communication with Brent Pitt, Director of Deaf Education, August 23, 2006.

²⁷⁸ Personal Communication with Mary Contrares, secretary, August 16, 2006.

²⁷⁹ Accessed online <http://www.jeanmassieu.com/webpage/program/faq.html#1> September 20, 2006.

²⁸⁰ Personal Communication with Isela Fennel, Director, August 23, 2006.

²⁸¹ Accessed online <http://www.sunshinecottage.org/site/pp.asp?c=bdJLITMCE&b=23872> September 20, 2006.

²⁸² Personal Communication with Cynthia Foss, Administrative Assistant to the Director, August 23, 2006.

²⁸³ Accessed online <http://www.tsd.state.tx.us/> September 20, 2006.

The Center for Hearing and Speech is a private Auditory-Oral school with an Advisory Board. Thirty day students are enrolled.²⁸⁴ Serving the Houston area, this center provides speech services to children from birth to 18.²⁸⁵

Utah

Utah Schools for the Deaf and the Blind (USDB) is a comprehensive communication school with an Advisory Board. There are 230 Deaf students enrolled – 20 residential and 210 day students. Most of the students are dispersed into regional programs.²⁸⁶ The school offers Total Communication, Bi-Bi, and Auditory-Oral programs.

Jean Massieu School (JMS) of the Deaf is a Bi-Bi school with an Advisory Board that is now housed under USDB. There are 54 day students enrolled.²⁸⁷ JMS was founded by a group of parents who were interested in seeing a Bi-Bi program in Utah. After several years of independent operations, the administration of JMS and USDB decided to restructure the oversight function into USDB's umbrella.

Vermont

Austine School for the Deaf (Vermont Center for the Deaf/HH) is a Bi-Bi school with an Advisory Board. There are 62 students enrolled – 47 residential and 15 day students.²⁸⁸ "In the mid-1990s, it became evident that a broadening of services was necessary in order to ensure that all Deaf and Hard of Hearing students in the state of Vermont receive the best possible education. Thus, the Vermont Center for the Deaf and Hard of Hearing was created. Encompassing the Austine School, several regional classrooms, consultant services for mainstreamed students, a parent-infant program, a family mentoring program, adult services and numerous other support options, the Vermont Center of the Deaf and Hard of Hearing provides an array of quality services to Deaf and Hard of Hearing children, youth and adults statewide."²⁸⁹

Virginia

Virginia School for the Deaf and Blind (Hampton and Staunton campuses) are comprehensive communication schools. The combined enrollment is 105 students – 70 residential and 35 day students.²⁹⁰ The school operates a parent-infant outreach program, a preschool, as well as other educational programs for students through high school.²⁹¹

²⁸⁴ Personal Communication with Mary Oredaz, Director, August 23, 2006.

²⁸⁵ Accessed online <http://www.oraldeafed.org/schools/centerhs/> September 20, 2006.

²⁸⁶ Personal Communication with Melanie Austin, Administrative Assistant, August 23, 2006.

²⁸⁷ Personal Communication with Holly Webb, Director, August 23, 2006.

²⁸⁸ Personal Communication with Barb Massey, Administrative Assistant, August 23, 2006.

²⁸⁹ Accessed online <http://www.austine.pvt.k12.vt.us/about/main.html> September 20, 2006.

²⁹⁰ Personal Communication with Teresa Lindsay, Administrative Assistant, August 23, 2006.

²⁹¹ Accessed online <http://www.vsdbs.virginia.gov/deaf.htm> September 20, 2006.

Chattering Children is an Auditory-Oral school with an Advisory Board. There are 10 day students enrolled.²⁹² The school offers direct programs from birth, as well as mainstreaming support for children who have graduated from the school.²⁹³

Washington

Washington School for the Deaf (WSD) is a comprehensive communication school with a Board of Trustees. There are 105 students enrolled – 60 residential and 45 day students.²⁹⁴ Over the past several years, there has been quite a bit of research conducted on the school and its operations. Similar to other state-operated deaf schools, WSD offers a broad array of educational services and well as specialized services, such as ASL classes, family immersion, etc.²⁹⁵

Listen and Talk is an Auditory-Oral school with an Advisory Board. There are 70 day students enrolled.²⁹⁶ The school serves children from birth through school age. Both deaf/h and hearing children participate in the same classes to give deaf/hh children exposure to their hearing peers.²⁹⁷

West Virginia

West Virginia School for the Deaf and Blind is a comprehensive communication school. There are 100 students enrolled – 50 residential and 50 day students.²⁹⁸

Wisconsin

Wisconsin School for the Deaf (WSD) is a comprehensive communication school with 145 students are enrolled – 100 residential and 45 day students.²⁹⁹ WSD has an outreach program with specialized services, such as Guide-by-your-Side, deaf mentor, lending library, and captioned media programs.³⁰⁰

Wyoming

Wyoming closed its Casper-based state school for the deaf in 2000. A few itinerant outreach consultants help individual school districts serve students. The state operates with a mainstreaming model. Some have described Wyoming's system as a "regional delivery system," but there are no formal regional centers; therefore, the state's system is more accurately described as a mainstreaming model. Some Wyoming

²⁹² Personal Communication with Pratibha Srinivasan, Director, August 16, 2006.

²⁹³ Accessed online <http://www.oraldeafed.org/schools/chattering/edprograms.html> September 20, 2006.

²⁹⁴ Personal Communication with Judy Smith, secretary, August 16, 2006.

²⁹⁵ Accessed online <http://www.wsd.wa.gov/about/mission.aspx> September 20, 2006.

²⁹⁶ Personal Communication with Lorraine Smith, Director, August 16, 2006.

²⁹⁷ Accessed online <http://www.listentalk.org/what.php> September 20, 2006.

²⁹⁸ Personal Communication with Penny Maphis, Director, August 16, 2006.

²⁹⁹ Personal Communication with Rita Gietzel, Administrative Assistant, August 16, 2006.

³⁰⁰ Accessed online <http://www.wsd.k12.wi.us/basics.htm> September 20, 2006.

students who need residential placement and direct instruction go to the Montana School for the Deaf.³⁰¹

Cathedral Home for Children has a residential deaf program for troubled youth. All classes are conducted in sign language and special facilities are in place to accommodate students' needs, such as acoustically customized classrooms.³⁰²

Washington D.C.

Kendall Demonstration Elementary and Model Secondary School for the Deaf are Bi-Bi schools located on the Gallaudet campus. Kendal Demonstration Elementary has 141 day students. The school serves students from birth to 8th grade through a variety of academic and extra-curricular programs.³⁰³

Model Secondary School for the Deaf (MSSD) has 226 students enrolled – 166 residential and 60 day students.³⁰⁴ MSSD is a four-year high school that has a variety of programs, including an Honors Program.³⁰⁵

³⁰¹ Personal Communication with Steve Gettel, Montana School for the Deaf and the Blind Superintendent, on July 27, 2006.

³⁰² Accessed online <http://www.cathedralhome.org/deaf.html> September 20, 2006.

³⁰³ Accessed online <http://clerccenter.gallaudet.edu/kdes/about.html> September 20, 2006.

³⁰⁴ Personal Communication with Nichole Sutcliffe, Director, August 23, 2006.

³⁰⁵ Accessed online <http://clerccenter.gallaudet.edu/mssd/index.html> September 20, 2006.

Chapter 5: Current Facts and Figures of Idaho Deaf Education

This chapter outlines the current landscape of Idaho's deaf education system, including numbers and locations of programs, number of students, interpreters, audiologists, and other professionals who serve deaf and hard of hearing students. It also illustrates demographics such as student ages, home locations, and language preferences.

Number Reporting Differences

Two Idaho agencies are responsible for reporting annual numbers of deaf/hh children – the State Department of Education (SDE) and the Idaho School for the Deaf and the Blind (ISDB). While these two agencies have an understanding of the intricacies of their individual data collection methods, policymakers are often confused by the marked difference in the numbers. Namely, ISDB's numbers are always higher than SDE's. There is a valid and simple explanation for this discrepancy. The following will clarify the differences.

ISDB's Reporting Methodology

ISDB gathers data and reports on the following criteria:

- Birth to 21
- Students with any degree of permanent hearing loss
- Students on "monitor" basis even with no IEP/504 plan
- Students with multiple disabilities
- Students at parochial/private/home schools
- Ongoing data collection throughout the year

SDE Reporting Methodology

The SDE gathers data and reports on the following criteria:

- Age 3 to 21
- Once-a-year snapshot from districts called "Child Count"
- Only students on IEPs
- Only students whose primary disability is hearing loss

While the SDE's Child Count report is helpful, it is more limited in nature because it does not take into consideration secondary and tertiary disabilities. For example, a student in a school district whose primary disability of record is Cerebral Palsy may also have a profound hearing

loss as his secondary disability. Consequently, the SDE Child Count report would not include this student.

Conversely, it would be a very rare occurrence for a deaf/hh child to show up on the SDE Child Count report but not show up on ISDB's report. ISDB's Outreach consultants place students into the following four categories: Active, Consultative, Monitor, and Referral. Naturally, some of ISDB's students receive more intense services than others based on needs specified in their IEPs. It is possible that some students served by their local school districts, but not ISDB outreach consultants, may not appear on ISDB's report. However, this scenario is a rarity.

CDHH recognizes these reporting differences and primarily uses ISDB's numbers because its report captures more students than SDE's Child Count. For example, the most recent ISDB report³⁰⁶ contained two times more students than the most recent SDE Child Count report.³⁰⁷

Unidentified Hard of Hearing Students

When discussing numbers of deaf/hh students in Idaho, one must always remember that there is a large group of students that continually goes unaccounted for.

There are many hard of hearing school-age children in Idaho that have not been identified and therefore receive no services. These students have mild hearing losses that cause them to fall behind academically. Often, parents and educators do not attribute academic and social issues to a mild hearing loss simply because they are unaware of it. It may be difficult to understand how a child with a mild hearing loss can go undetected for many years, but this problem is alarmingly real and prevalent.

The problem lies in the fact that Idaho only has seven staff audiologists to serve all 114 school districts. This means that only about 25% of Idaho's K-12 students have direct access to a staff audiologist. When an audiologist is on staff at a district, he or she regularly conducts hearing screenings and therefore easily detects hearing loss and provides necessary follow-up services. When there is no staff audiologist, students receive limited services. This results in some students flying under the radar for years without being detected.

Dr. Ron Schow and his Audiology colleagues from ISU found that districts with staff audiologists identified and served 4-5 times more hard-of-

³⁰⁶ ISDB Student Statewide Demographics Report as of May 31, 2006.

³⁰⁷ SDE Child Count as of December 31, 2005.

hearing students than districts without a staff audiologist.³⁰⁸ Obviously, this is not because certain districts coincidentally had more hard of hearing students; it is because an audiologist was more accessible and screened the students more regularly. According to these statistical analyses, Idaho has 2,400 students with some degree of hearing loss. These students are most likely distributed around the state similarly to the general population.

Therefore, this deficiency in the accounting of hard of hearing students must be remembered in any discussion relating to the “total” numbers of deaf/hh students in Idaho. CDHH’s recommendations in following chapters will address the need for more K-12 audiology services.

Total Number of Deaf/HH Students

There are 598 identified deaf/hh students in Idaho from birth to 21, accounted for on ISDB’s comprehensive student/client roster as of May 31, 2006. Forty-three are served on the Gooding campus and 555 are served via the Outreach program. Approximately 20 of the 555 Outreach students are deaf-blind.

While it is interesting to know the total numbers of ISDB’s student database, one must remember that the needs of the various student types within the 598 students vary dramatically. Policymakers should make decisions based on numbers relating to specific student types and educational programming needs related to those groups of students instead of generalizing from the list of 598 students. In other words, age and geographical location are helpful data points to know, but only to the extent that students’ language modalities and IEP placement information are taken into consideration.

This section will highlight four distinct types of deaf/hh students and outline the data relating to them in Idaho. The four major student types are:

1. Deaf/HH students who primarily communicate in ASL and need a direct-instruction deaf school with a residential component.
2. Deaf/HH students who primarily communicate in ASL and need qualified interpreters in mainstream settings.
3. Deaf/HH students who primarily or entirely communicate orally/aurally and need quality Auditory-Oral programs in mainstream settings.

³⁰⁸ Sara King Downs (2002), *Audiological Services in Idaho School Districts that do and do not have an Audiologist*. A thesis submitted in partial fulfillment of the requirements for the degree of M.S. in the Dept. of Speech Pathology and Audiology at Idaho State University.

4. HH students who communicate orally/aurally and need audiology services in mainstream settings.

Whereas this chapter focuses on the numbers relating to the four student types, chapter 6 outlines the type of programming these four groups of students need in order to succeed academically.

Location of Students Using Sign Language

The following information is useful because it contains the number of students around the state who use sign language as their primary method of communication.

This information is important because it shows how many students either need direct instruction from teachers of the deaf or mediated instruction through interpreters. Signing students from age 10-21 are listed below in Figure 4 because it is most common for students in this age range to attend a school for the deaf.

Signing students under the age of 10 are typically served in self-contained classrooms or regional mainstream settings. This trend is also common among other states. Schools for the deaf usually have the largest number of students in the secondary grade levels.

From these regionally-dispersed data, one can clearly see that multiple regional programs throughout the state are not feasible because such would not provide the critical mass that is crucial to a successful deaf school.

Given Idaho's unique socio-geographic characteristics, as illustrated by the data below, one can clearly see that a single deaf school providing a critical mass is the only feasible option for students needing this type of educational program.

Figure 5 lists students of all ages.

Figure 4: Statewide Signing Students' by Region (Ages 10-21)

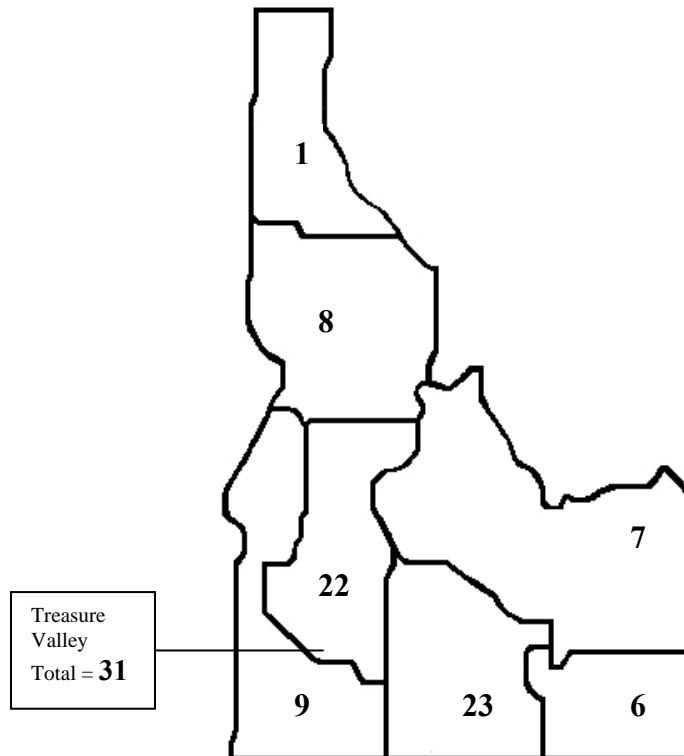
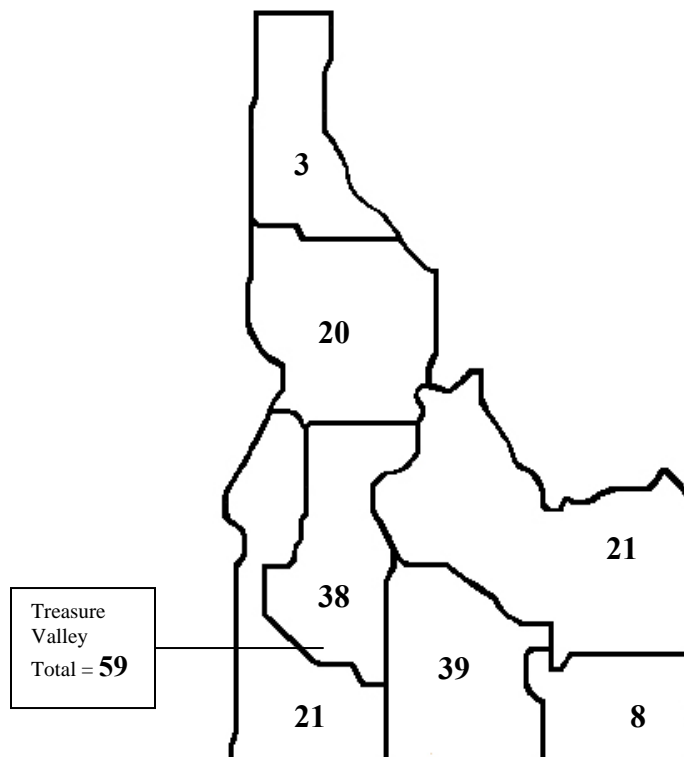


Figure 5: Signing Students by Region (All Ages)



Students with Cochlear Implants

A growing number of deaf students in Idaho are receiving Cochlear Implants.

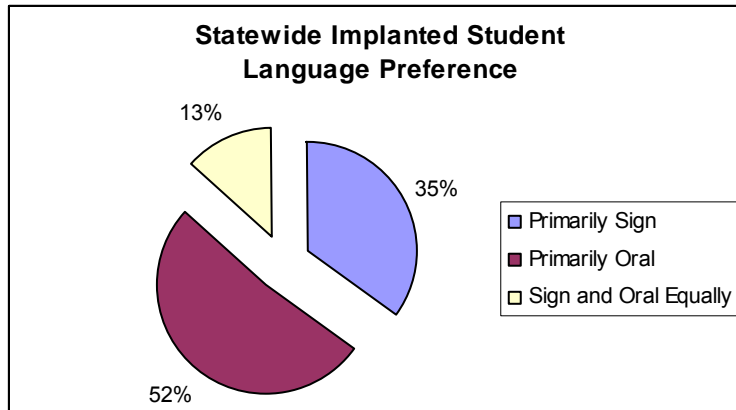
The educational programming needs of implanted students vary dramatically. Age of implantation, intensity of early intervention, parental involvement, as well as many other non-controllable factors all influence a child's ability to utilize an implant(s) effectively.

For example, an implanted student who uses sign language as his primary means of communication would have different needs than an implanted student who uses oral/aural methods to communicate.

Consequently, it is important to analyze numbers of implanted students according to their primary *means of communication* rather than by geographic location or age alone.

Out of the 555 students served in the Outreach program, 60 (or 11%) have an implant(s). Out of the 60 implanted students, 21 of them (or 35%) use sign language as their primary means of communication. Thirty-one students (or 52%) use Auditory-Oral methods as their primary means of communication. Eight students (or 13%) use sign and Auditory-Oral methods equally as their primary means of communication. Chart 1 below illustrates this information.

Chart 1: Statewide Implanted Student Language Preferences



Auditory-Oral Implanted Student Information

The following information about primarily or entirely Auditory-Oral implanted students is important because any state that has critical number of implanted students should provide necessary educational programming for parents who choose this route. Chart 2, Chart 3, and Figure 6 summarize this population's statewide demographics.

Chart 2: Statewide Auditory-Oral Implanted Students by Region

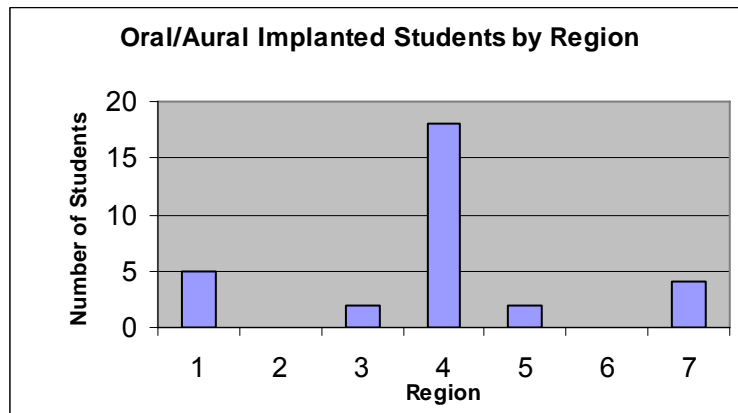


Figure 6: Statewide Auditory-Oral Implanted Students by Region

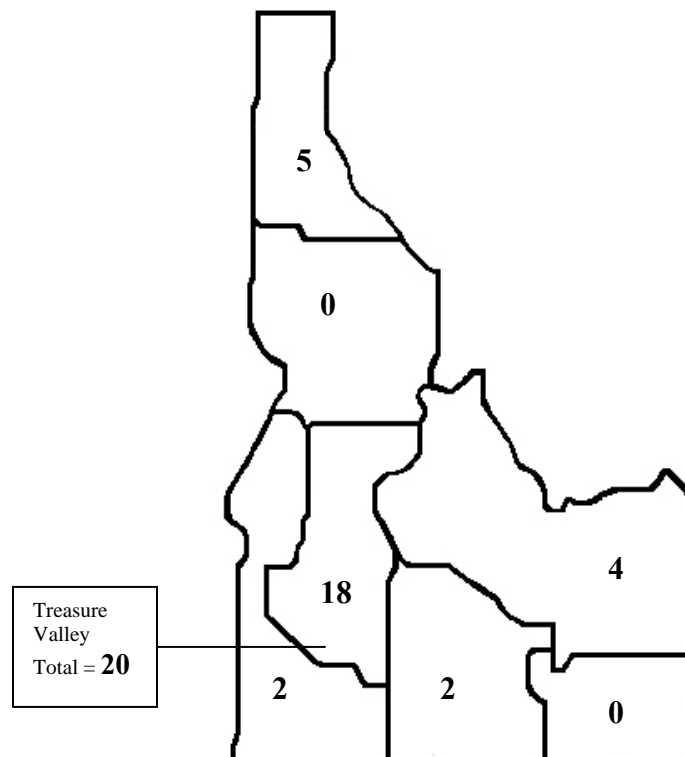
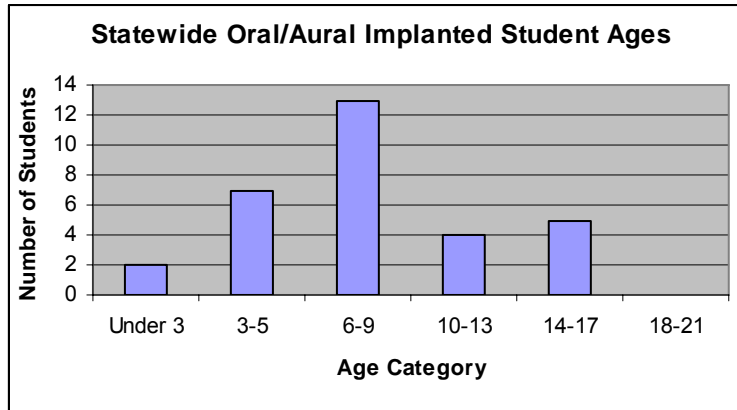


Chart 3: Statewide Auditory-Oral Implanted Student Ages



All Implanted Student Information

The following information in Chart 4, Chart 5, and Figure 7 relate to implanted students statewide regardless of language preference. While this information does not provide much utilitarian value, it is interesting to note the students' regional distribution and age differences.

Chart 4: Statewide Implanted Students by Region

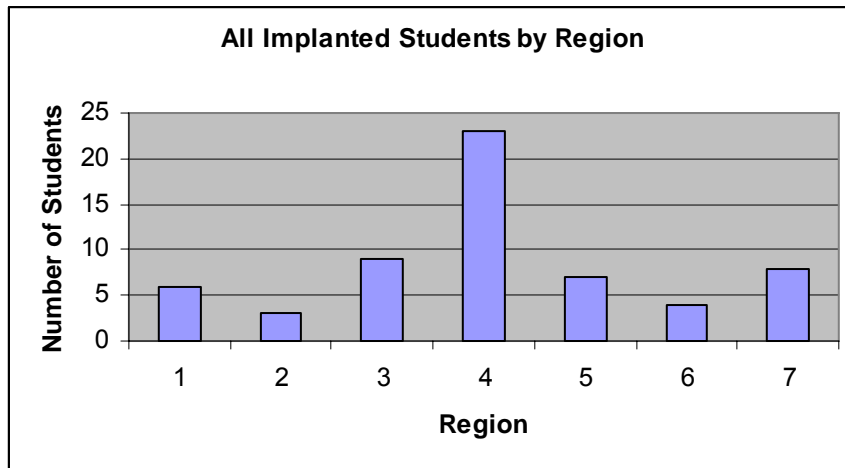


Figure 7: Statewide Implanted Students by Region

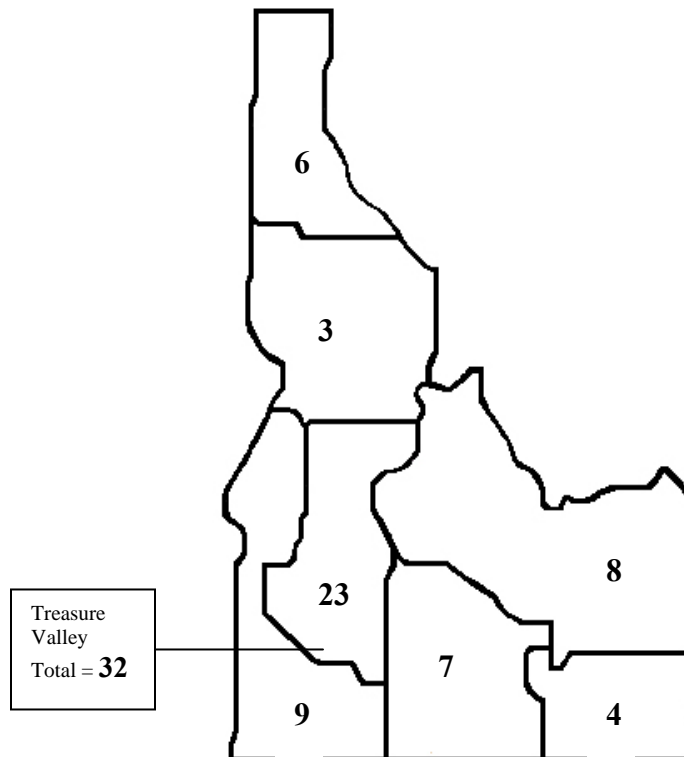
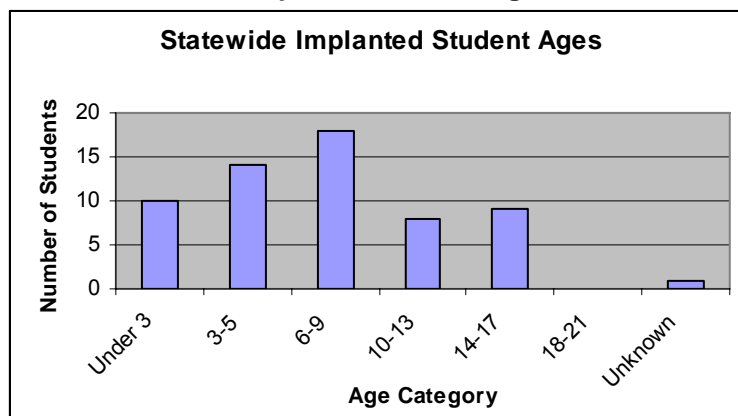


Chart 5: Statewide Implanted Student Age Distribution



Deaf/HH Students Served at the Gooding Campus

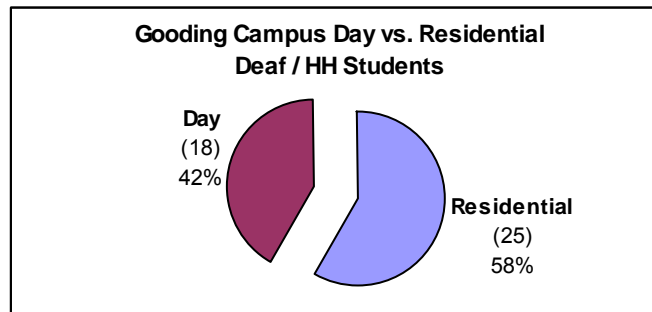
As noted in Table 2 and Chart 6 below, of the 598 deaf/hh students in Idaho, 43 are educated on the Gooding campus (*Note: since the research phase of this report, CDHH has learned that there are two additional deaf elementary-age deaf children who have enrolled at the Gooding campus*). Of the 43 deaf/hh students educated at the Gooding campus, 25 (or 58%) utilize the residential facility and commute to their homes on the weekend. The other 18 (or 42%) live in the surrounding area and commute daily to the school.

There are three multiply disabled deaf/hh students who are educated at the Gooding campus. One utilizes the residential facilities and the other two commute to the school daily from their homes.

Table 2: Gooding Campus Deaf/HH Enrollment³⁰⁹

	Residential	Day	Total
Deaf/HH	24	16	40
Multiply Disabled	1	2	3
Totals	25	18	43

Chart 6: Gooding Campus Day vs. Residential Deaf/HH Students³¹⁰



³⁰⁹ Personal Email Communication with Rod Howells, Director of Student Services, on August 17, 2006.

³¹⁰ Personal Email Communication with Rod Howells, Director of Student Services, on August 17, 2006.

Gooding Campus Deaf/HH Students' Hometowns

Chart 7, and Figure 8 below list the hometowns and regions of the Gooding campus students. Chart 8 illustrates the Gooding campus students' ages.

Chart 7: Gooding Campus Deaf/HH Students' Hometowns

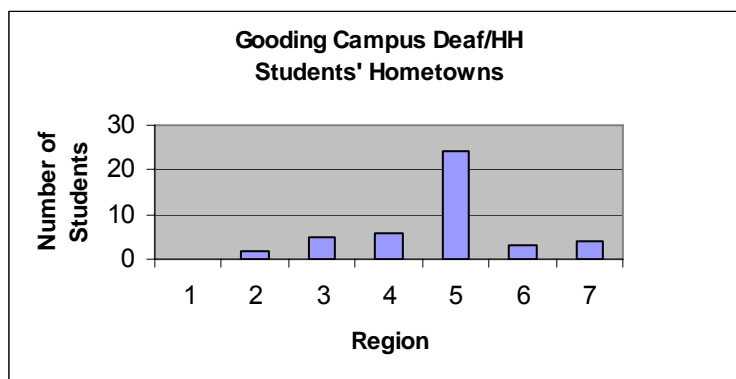


Figure 8: Gooding Campus Deaf/HH Students' Hometowns

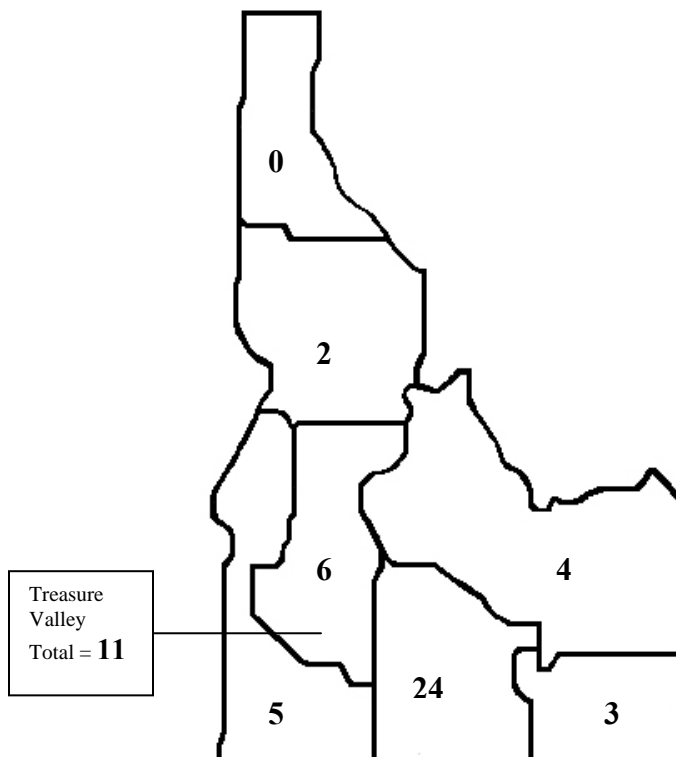
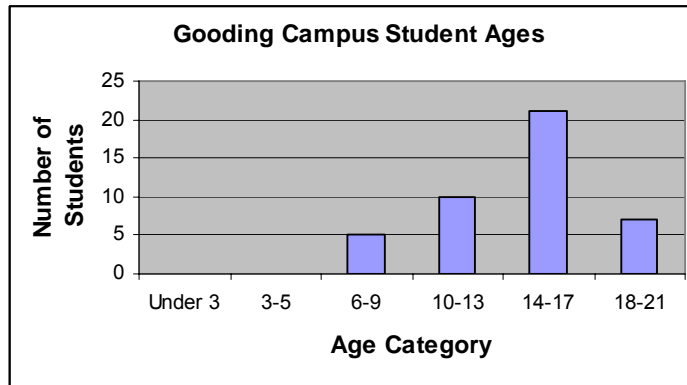


Chart 8: Gooding Campus Student Ages



Deaf/HH Students Served by the Outreach Program

ISDB outreach consultants serve 555 deaf/hh students, 20 of whom are deaf-blind. Not all 555 students receive the same level of service. For example, some students on “Monitor” status may receive 1-2 consultations per year. Others, such as newly identified infants, may receive weekly services at their homes. Table 3, Chart 9, and Figure 9 below illustrate current Outreach deaf/hh and deaf-blind student totals by students’ hometown region.

Table 3: Outreach Deaf/HH & Deaf-Blind Students by Region

	Deaf/HH	Deaf-Blind	Totals
Region 1	22	0	22
Region 2	36	1	37
Region 3	81	3	84
Region 4	219	2	221
Region 5	98	8	106
Region 6	22	1	23
Region 7	57	5	62

Chart 9: Outreach Deaf/HH & Deaf-Blind Students by Region

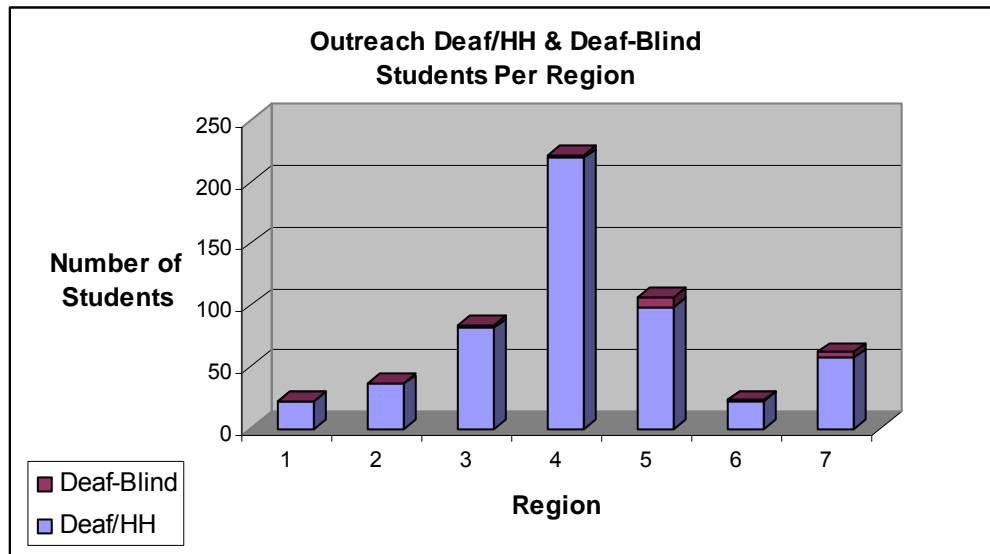
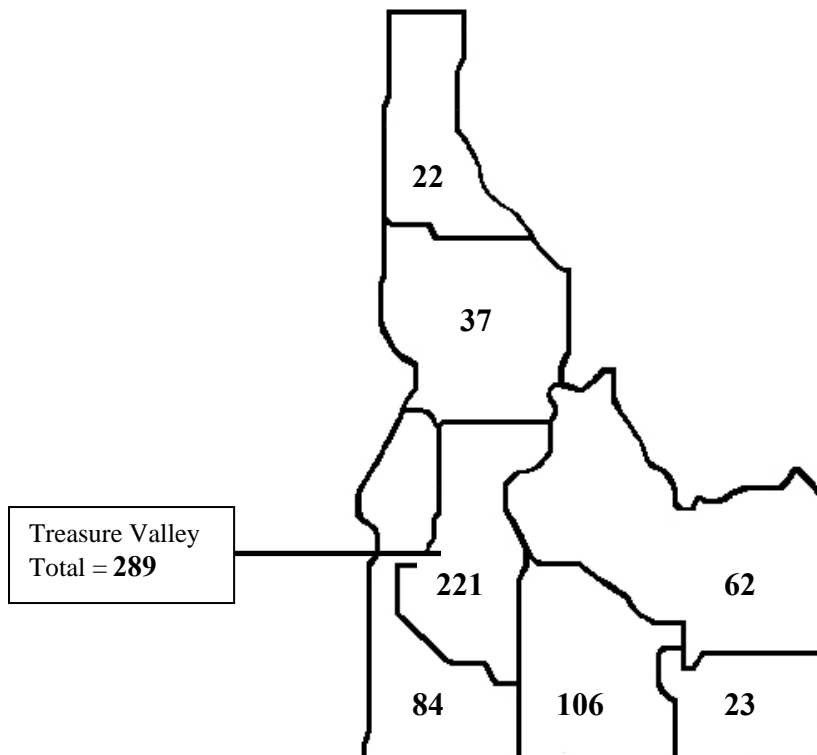


Figure 9: Outreach Deaf/HH & Deaf-Blind Students by Region

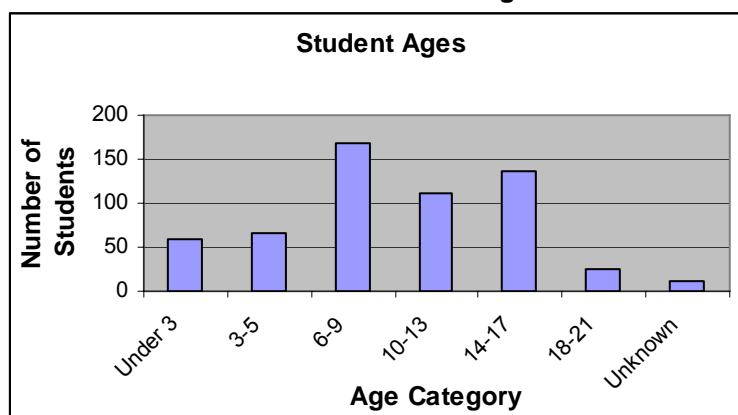


Deaf/HH Students Ages - Statewide

Table 4 and Chart 10 below categorize all deaf/hh students by age regardless of current placement location.

Table 4: Statewide Deaf/HH Student Ages

Age Category	Number of Students
Under 3	60
3-5	67
6-9	168
10-13	111
14-17	136
18-21	25
Unknown	11
Total	578

Chart 10: Statewide Deaf/HH Student Ages

Students Using Hearing Aids and Assistive Listening Devices

There are 291 students served through the Outreach program who use hearing aid(s). Seventy-nine students served through the Outreach program use an FM system in the classroom.

Educational Interpreters

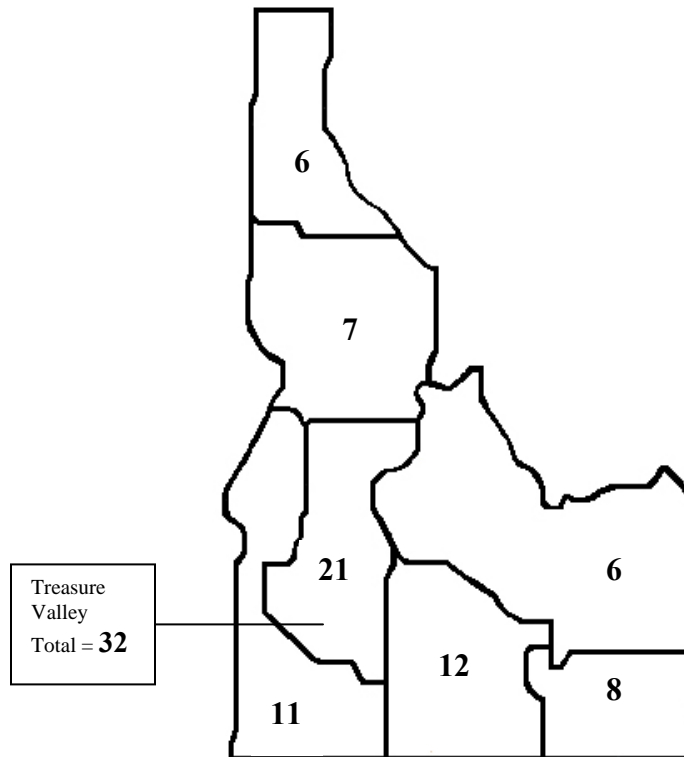
Twenty-nine school districts employ sign language interpreters in Idaho. There were 71 K-12 sign language interpreters employed as of April of 2006. ISDB's Outreach data indicate that there are two students in Idaho, within ISDB's service umbrella, who use Cued Speech. It is logical to assume that a couple of Cued Speech transliterators are employed to accommodate these student's communication needs. There are no Oral transliterators on record employed in the state.

By administering the Educational Interpreter Performance Assessment (EIPA), the Idaho Educational Interpreter Interagency Consortium (EIIC) found that over 60% of the K-12 interpreters employed in Idaho could not interpret 60% of the classroom information.

To remedy this problem and provide some guarantees to deaf and hard of hearing children, last year, Governor Dirk Kempthorne signed into law the Idaho Educational Interpreter Act. All of the provisions of the new law will go into effect on July 1, 2009. The law established minimum skill requirements for Sign, Cued Speech, and Oral interpreters/translitterators employed in the K-12 environment.

Figure 10 below summarizes the locations of the 71 sign language interpreters.

Figure 10: Statewide Distribution of Sign Language Interpreters by Region



Idaho's Current Regional Programs

There are currently 10 regional programs around the state that serve deaf and hard of hearing students via a mainstream model, as illustrated by Table 6 below. The programs differ in size and level of service. In most of the programs, a school district employs a certified teacher(s) of the deaf to either provide self-contained, itinerant services, or both.

Some of the programs contain elementary, junior high school, and high school feeder schools to create a quasi-critical mass while other programs serve individual children in their LEAs. ISDB currently has 16 Deaf/HH Outreach Consultants who assist the districts with these programs. Figure 11 below illustrates the locations of regional programs by region. Figure 12 below depicts the number of ISDB outreach consultants by region.

Table 6: Idaho's Current Regional Program Configurations

Location	Teachers of the Deaf/HH	Aides
<u>Meridian</u> -Ponderosa Elementary -Lewis & Clark Jr.H.S. -Mountain View H.S. -MDA Extend. Resource Room	1 full-time 1 part-time 1 part-time N/A	1 part-time N/A N/A 2 full-time
<u>ISDB Satellite Programs</u> -River Valley Auditory-Oral -River Valley Comprehensive	2 full-time 1 full-time	2 part-time 1 part-time
<u>Boise</u> -Jefferson Elementary -West Jr.H.S. -Borah H.S.	2 full-time N/A 1 full-time (itinerant)	N/A N/A N/A
<u>Emmett</u> -Butte View Elementary -Carberry Intermediate -Emmett Jr.H.S. -Emmett H.S.	1 full-time itinerant teacher of the deaf position is currently being advertised	N/A N/A N/A
<u>Payette</u> -Elementary -Jr.H.S. -H.S.	1 part-time (itinerant) teacher for all grade levels	1 part-time aide for all levels
<u>Lewiston</u> -McSorley Elementary -Jenifer Jr.H.S. -Lewiston H.S.	1 full-time itinerant teacher for all grade levels	N/A N/A N/A
<u>Pocatello</u> Indian Hills Elementary Irving Jr.H.S. Pocatello H.S.	1 full-time N/A 1 part-time itinerant	N/A N/A N/A
<u>Moscow</u> -McDonald Elementary -Moscow Jr.H.S. -Moscow H.S.	1 full-time itinerant teacher for all grade levels	N/A N/A N/A
<u>Coeur d' Alene</u> *Students are distributed among 10 elementary, 3 middle, and 2 high schools	2 full-time itinerant teachers for all grade levels	4 part-time aids for all levels

Figure 11: Current Idaho Programs by Region

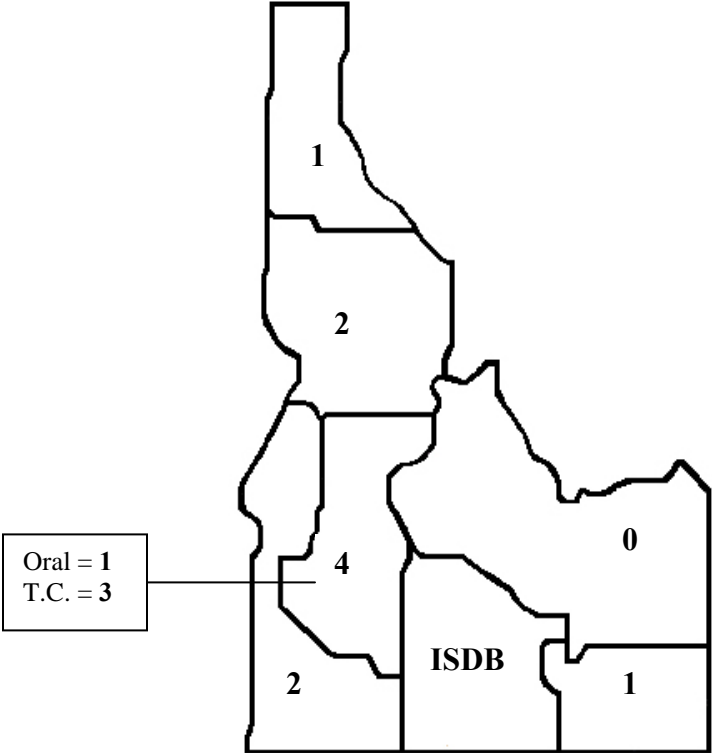
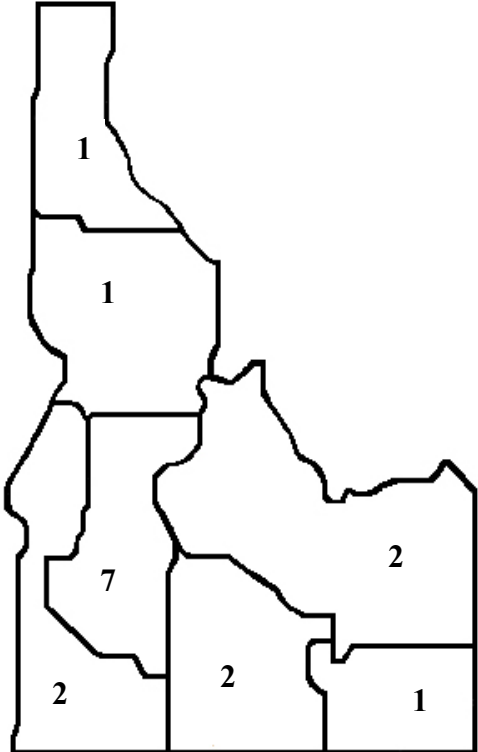


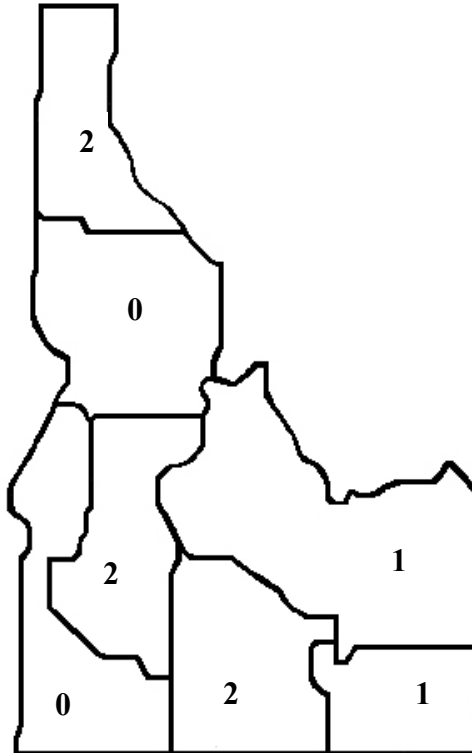
Figure 12: ISDB Deaf/HH Outreach Consultants by Region



Regional Audiology Services

There are currently eight part- to full-time audiologists in Idaho that are employed by school districts (including one at ISDB). Some districts contract with private audiologists. Figure 13 below illustrates the locations of the seven audiologists.

Figure 13: K-12 Audiologists by Region



Chapter 6: Implications of Idaho's Facts and Figures

Customized Programming Based on Student Type

There are four main categories of deaf/hh students in Idaho. Each of these students have unique communication and placement needs. The differences create a demand to have four different types of programs so that students can be educated in the least restrictive environment.

The following is a list of the four main categories of students. The components below are not intended to represent a comprehensive spectrum of related services that are required to provide a quality educational program for each student category. This summary merely outlines some common components found in each type of program.

1. Deaf/HH Needing Direct ASL Instruction by Certified Teachers of the Deaf in a Deaf School with a Residential Component

- Critical mass of students
- Authentic peer interactions
- Deaf adult role models
- Qualified teachers fluent in ASL
- Extra-curricular activities
- Qualified support staff proficient in ASL

2. Deaf/HH in a Mainstream Setting Receiving Mediated Instruction through Interpreters

- Qualified interpreters
- Audiology services
- Note-taking support
- Authentic peer interactions
- Pull-out services with teacher(s) of the deaf
- Speech pathology services

3. Deaf/HH Auditory-Oral Students in a Mainstream Setting Receiving Direct Instruction from Oral Teachers of the Deaf

- Qualified Oral teachers of the deaf (Pre- through 1st)
- Audiology services
- Speech pathology services
- Note-taking support
- Assistive listening devices (e.g., FM system)
- Option of continued support after 1st grade

4. HH Students in a Mainstream Setting Needing Audiology Support

- Regional audiology services
- Speech pathology services

Multiply-Disabled Students

Some deaf/hh students have other disabilities. These students are found in all of the four program types listed above, depending on their individual needs.

Essential Issues in Statewide Structural Redesign

The Idaho SBOE has made it clear that they are presently concerned with general structural redesign, not the comprehensive implementation details. Accordingly, the following includes some essential components that must be included in every discussion pertaining to statewide structure.

1. Oversight
2. Organizational Structure
3. Organizational Functions
4. Programs
5. Locations of Programs
6. Facilities
7. Funding

Essential Core Functions That Must Continue in any Statewide Model

1. Outreach
2. Finance
3. Curriculum
4. Interpreter training
5. IT support
6. Post-secondary transition
7. Human resources
8. Information/media clearinghouse
9. Facilities/fleet management
10. Interpreter logistics coordination
11. Administrative support
12. Special programs
13. Professional development
14. Direct student services and oversight
15. Parent-level program oversight

Of course, many more elements must be thoroughly explored when the SBOE moves towards implementation, such as transportation, standards, curriculum, etc. However, for the present discussion, the Council's following recommendations focus on structural issues.

Chapter 7: The Council's Recommendations

Summary of the Council's Recommendations:

1. Maintain a centralized administration entity to oversee the statewide deaf education delivery system rather than decentralizing or regionalizing the oversight function.
2. Use the CDHH Board of Directors as the permanent deaf education oversight board to consult with policymakers in designing and operating statewide programs for deaf and hard of hearing students. Additional experts may be added to or consult with the CDHH Board as needed. The SBOE and SDE will continue in their respective responsibilities to set standards for, monitor, and assist all education programs in Idaho.
3. Through legislative action, provide CDHH with proper funding and authority to hire a new expert administrator to work in conjunction with the CDHH Board in designing and proposing a modified statewide delivery system that is comprised of four distinct programs (see recommendation 4 below). This administrator will work under the direction of the CDHH Board for a period of one year to outline the implementation plan necessary to transition into the modified delivery system. During this year, ISDB's statewide agency will continue to operate as is. At the end of one year, CDHH and the State Board of Education will propose mutually supportive legislation that outlines a timeline for direct oversight responsibility to transition to the CDHH Board.
4. Ensure that four quality educational programs are provided and properly funded to serve the four unique categories of deaf and hard of hearing students. Each program needs to be managed by a(n) expert director(s) to ensure that high standards of quality are met. The number of students listed in each of the four programs below is based on accurate counts of these student groups as of May 31, 2006, which are shown in the larger report in terms of age and location.

This information is crucial in the development of a comprehensive plan for the state and the numbers shown, while approximate (because of slight changes which could occur over time), are nevertheless numbers that may be used for planning purposes. All four programs will also serve the needs of a small number of deaf and hard of hearing students who are multiply disabled. For the present purposes, multiply disabled students are folded into these four programs.

- a. A direct-instruction deaf school with a residential component in an optimal location for the \approx 75 older signing students who fit into this category is essential. See more detail and various

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advantages and disadvantages for the two most logical locations below.

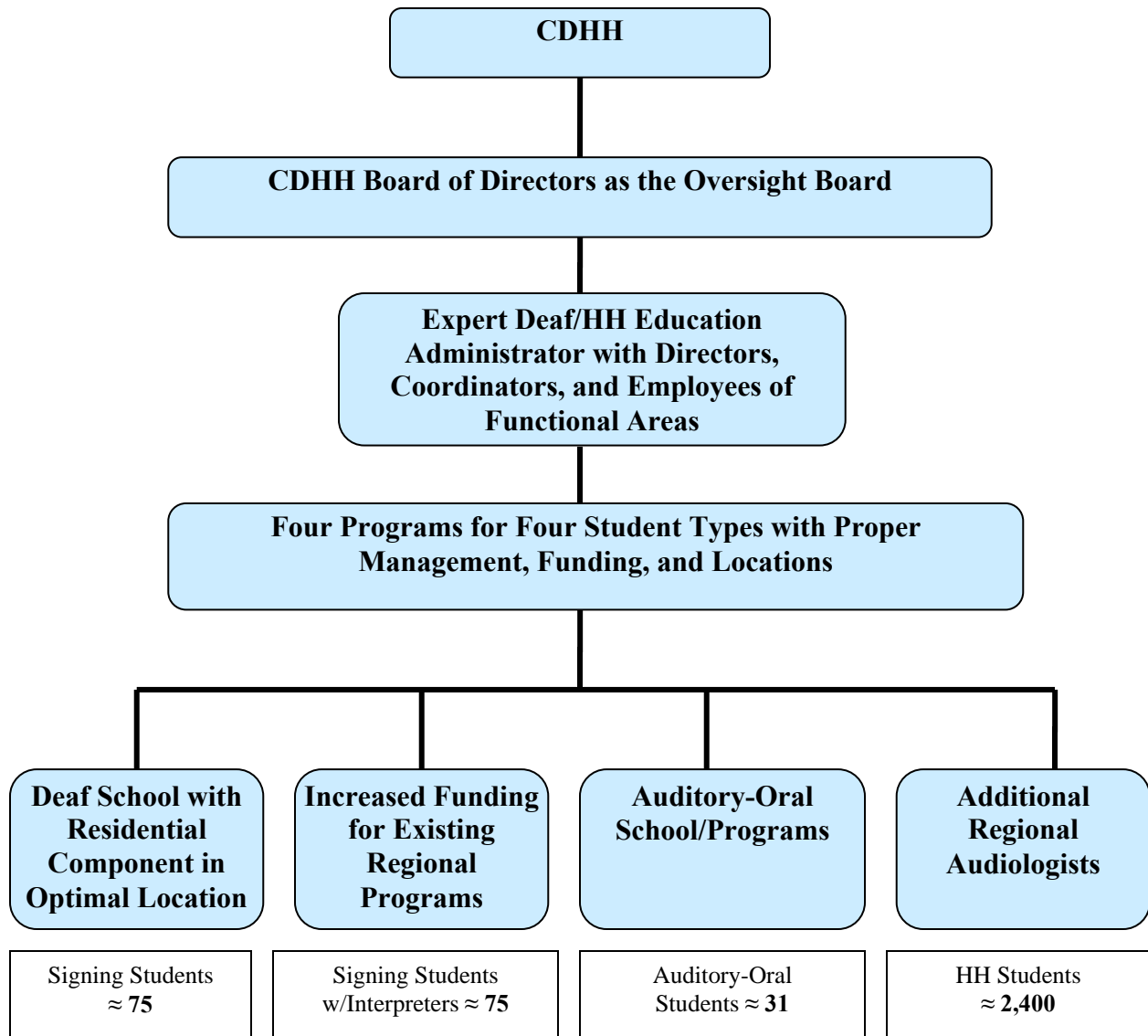
b. Increased local support and funding in mainstream settings for students who receive instruction through interpreters for the ≈ 75 younger signing students who primarily fit into this category is essential. Many of these students are currently located in nine small regional mainstreaming programs throughout the state. However, many mainstreamed deaf or hard of hearing students in Idaho are the only deaf/hh child in their school. For example, out of the 100 cities in Idaho that have deaf or hard of hearing students who have been identified, ≈ 30 of the cities only have one such child. Deaf signing students isolated like this are a concern but while they are younger the proximity of the family can be an advantage if the family commits to learning how to communicate with the child. The major group of younger students and a smaller number of the older signing students need support for this mainstreaming from specialized state resources to help local districts. These regional programs are only large enough to serve a limited number of students. In Idaho, multiple regional programs could never provide the critical mass needed to meet the social and group educational needs of older deaf students in particular.

c. A quality Auditory-Oral school and/or programs for the ≈ 31 students who fit into this category is essential. Most of these students are currently in the Boise area; quite a few are in Northern Idaho; and the others are distributed among the remaining regions. Idaho is one of the few states where a state-operated deaf school/agency provides an Auditory-Oral program. Most state-operated schools' communication systems are primarily based on sign language. Consequently, Auditory-Oral students typically receive their education from their LEA or a private option school. However, the CDHH board supports state-level resources being devoted to Auditory-Oral students through the centralized agency. Two or perhaps three regional programs may be needed for these students, particularly in their early years, until they are mainstreamed, and a level of central support is also needed as they grow older.

d. Up to seven additional audiologists (one more for each region) in strategic locations throughout the state to primarily serve the $\approx 2,400$ hard of hearing students in mainstream settings is essential. ISDB has provided some support to about 1/6 of this group (≈ 400 students). About $\frac{3}{4}$ of the school age children in Idaho (the other 2000) do not currently have needed audiological support. Therefore, these audiologists will provide much needed help to identify the hard of hearing students in our state who are classically neglected and underserved because their LEA does not provide the needed services.

The early intervention program—run by ISDB's Outreach Consultants and the Department of Health and Welfare's Early Interventionists—would continue to operate as it is today. The Early Hearing Detection and Intervention (EHDI) program run by CDHH would continue to operate as it is today.

The general structural chart below illustrates the basic components of a diverse statewide system that will serve all deaf and hard of hearing students.



Rationale for CDHH's Recommendations

Oversight

The Council supports the continuation of a centralized agency managing deaf education statewide rather than a decentralized system of multiple regions forming their own small consortiums with multiple advisory boards.

Disbanding the centralized deaf education agency and expecting local school districts or regional consortiums to maintain high standards of quality and consistency is a recipe for chaos and disaster. The current agency, ISDB, is currently performing multiple statewide functions; if central oversight of those essential functions were not included in the new statewide system, LEAs and Infant-Toddler programs would be left to “reinvent the wheel” on their own. That would hurt many students.

A centralized body of expert administrators, directors, and employees who work with the CDHH Board of Directors, which is comprised of members from all regions, would be a sufficient means to maintain an understanding of local needs.

CDHH as the Expert Oversight Board

The reason for CDHH's existence is to advise and coordinate on issues that relate to deaf/hh individuals. CDHH has no other focus to distract it from this mission. The board of directors is comprised of experts from many areas of deafness and hearing loss, including a number of educators of the deaf and former consumers of the deaf/hh education system. In addition, the Board already has equal membership distribution from all areas of the state, which allows CDHH to understand and take into account regional differences and preferences. CDHH could also add state-level education experts to consult with the Board as needed. Creating an entirely new advisory board or multiple regional boards would be counterproductive and would consume resources that could otherwise be devoted to students. Of course, the SBOE and the SDE would continue in their respective responsibilities to set standards for, monitor, and assist all education programs in Idaho.

CDHH Hires New Transition Administrator

Because of CDHH's expertise in deafness and hearing loss, it makes sense for CDHH to hire an expert administrator to work with the CDHH Board in order to design and outline the implementation timeline for a modified statewide system. With sufficient resources granted to CDHH by legislative mandate, the Board and this individual would be able to collaborate with the current ISDB administration, SBOE, SDE, and other stakeholders to finalize a transition plan that would leave no child behind.

That way, current ISDB operations could remain in force while the implementation details are carried out by this team of experts that truly understands the intricacies of deaf education. Without an expert administrator and oversight board working in tandem together with the other statewide concerned parties and agencies, too many details will go uncovered and Idaho policymakers may seriously regret quickly-made decisions that failed to include careful planning and inclusion of people who understand deaf education.

Four Distinct Programs for Four Major Student Types

1. State-operated Deaf School. The Council strongly supports the continuation of a deaf school in an optimal location for students who need direct instruction in ASL, deaf adult role models, and a critical mass of students with whom they can freely communicate and participate in extra-curricular activities. The Council also sees the necessity and benefits of providing a residential component at or near this school. If Idaho were to discontinue such a central program we would join

only three other states in the entire country who do not currently provide a deaf school for their deaf students. This would be a mistake.

The number of signing students statewide from ages 10-21 is about 75 at present and will stay about this size for the next few years. The older signing students are primarily the ones who will want to attend a central program. The 75 younger children can be served in smaller regional programs and be near to family. One of the major aspects of the education is the social development, which many deaf students find more difficult as they mature. A critical mass of similar students who communicate in the same language ensures that this area, as well as many other areas, will continue to be a part of the educational development. The group of roughly 75 older students are primarily the ones who could participate in the central program. Because of this number we cannot in this state justify having more than one school of this kind.

More importantly, these numbers make a central program feasible, and eliminating this placement option from Idaho's continuum of services would be very unwise in the Council's judgment. At present, 43 of these students participate at the current residential school. Another disastrous consequence if this central program were discontinued would be the immediate need for 43 or more qualified interpreters that would be required for mainstreaming throughout the state. We simply do not have enough qualified interpreters to meet this increased demand, nor will there be enough in the foreseeable future, as it takes approximately five or more years of intense training to become qualified to interpret in the classroom.

The following is a summary of the numbers relating to schools for the deaf in the U.S.

Summary of U.S. Deaf School Findings

There are 121 deaf/hh schools in the U.S. Seventy-two of them are signing based; nine of them have both signing and Auditory-Oral programs; and 40 are exclusively Auditory-Oral.

There are 47 states that operate school(s) for the deaf/hh.³¹¹ Nebraska sends students to the Iowa School for the Deaf, which is 13 miles from the former Nebraska school campus; Wyoming has made provisions for their students and does not currently have an instate program; Nevada has never had a school for the deaf, but Las Vegas Charter School for the Deaf is scheduled to open August of 2007³¹².)

³¹¹ New Hampshire is scheduled to open a Bi-Bi charter school in January of 2007. Because of the close proximity of this event to the publishing of this report, this school was included in the "47" number.

³¹² Personal Communication with Caroline Preston-Bass on September 13, 2006. The school will be a Bi-Bi day school.

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If Idaho moves in the direction of these three states, we would abandon what has been one of the best residential schools in the country and at least 75 or more potential students would then be left with no convenient central location to pursue their education and their communication needs, particularly during their later school years.

There are two potential optimal locations for this school, the Boise area or the Twin Falls area. Boise has 530,000 in the five central counties near it. Twin Falls has 143,000 in the six central counties near it. Gooding County currently has only 14,000 residents so both Boise and Twin Falls would represent a major change to a more urban area. Listed below are some of the main advantages and disadvantages of each location.

BOISE

Advantages	Disadvantages
Four times the population of the Twin Falls Area from which to draw potential students and families	Real estate is more expensive
More employment opportunities for parents of deaf/hh children	Most staff would have to relocate
31 of the current older signing deaf students' hometowns are in the Treasure Valley	The families who have moved to the Magic Valley for ISDB will have to relocate
Greater long-term sustainability of a deaf school because of the population size	Some of the students may be "lost" in the transition
Easier for the school's administration to commute to the capitol city for meetings and legislative events, as well as a more convenient transportation hub in general	Transition time may take longer than if the school is relocated to Twin Falls
The Boise area is a more accessible transportation hub for the state	
There may be some advantage to recruit and retain qualified staff moving from other states; however this depends on whether staff prefer a large or a moderate sized urban area	
More work based learning placement opportunities as well as more post-secondary transition program institutions (e.g., BSU, Albertson's College, technical schools, etc.)	

TWIN FALLS

Advantages	Disadvantages
This is a central location for the lower half of the state. Eastern Idaho (Idaho Falls and Pocatello) and Boise are both less than two hours away. Those who fly from Northern Idaho can fly to either airport. Thus parental visits to Twin Falls will be equally plausible for Eastern and Western Idaho parents	The area population is four times smaller than in the Boise area
Regardless of where the school is located, about half of all older students will need to commute. Currently there are 31 in Boise and 23 in the Twin Falls areas. The other 40 or 50 students are faced with a commute	Over time, the advantage of the larger area may make it easier to sustain a critical mass of students in Boise as compared to Twin Falls
Many of the present staff could be retained without relocating Twin Falls is a major urban area of the state but not as large as Boise. Some staff may prefer Twin Falls because the traffic and urban congestion is not so great as in Boise	It may be more difficult to recruit and retain qualified staff because Boise is larger. Some may prefer Boise
Many of the families that have moved to the area for ISDB would not have to relocate There could be a loss of Eastern Idaho students if the school is moved to Boise. The net effect is hard to predict	There could be an increase in students if relocated to Boise, but the net effect cannot definitively be predicted
Less disruption for the existing ISDB students, meaning there could be a smoother transition	33% fewer signing students of all ages than in the Treasure Valley
23 of the older deaf signing day students live nearby so this is only 8 fewer than in Boise at the present time	8 fewer signing students live here as compared to the Treasure Valley, but in the long-term, the Treasure Valley will have more deaf students
College of Southern Idaho has a post-secondary transition program in place	Boise State University does not have an equally established post-secondary transition program in place

While the Council believes there are advantages and disadvantages to each location, the most optimal way to decide between the two is for an expert administrator to create an expert team in connection with the CDHH Board of Directors to systematically work through the implementation details.

When comparing the costs associated with educating deaf/hh students in a central deaf school versus a local school, policymakers would be well advised to remember that educating deaf children in local schools is also very expensive, as the recent OPE report points out. The expenses associated with providing qualified staff and support resources should not be underestimated. Hiring local qualified interpreters, audiologists, resource teachers, teachers of the deaf, mental health professionals, and other staff can be difficult and sometimes impossible. Furthermore, ensuring that classrooms and facilities meet widely accepted acoustics standards and visual alarm-system regulations should be taken into consideration.

Lastly, given that the *eligible* population of students who would most likely enroll in a deaf school program is 75 (ages 10-21), this placement option is a popular one among parents and LEAs. As a case in point, 43 deaf/hh students currently attend the Gooding campus. Almost all of them are 10 or older. This means that almost 60% of the traditionally *eligible* students statewide have chosen to enroll in ISDB rather than attend their LEA. Therefore, arguments claiming that “only 7% of the total deaf/hh students in Idaho attend ISDB” are not relevant because signing deaf students and hard of hearing auditory-oral students should not be compared programmatically. We must separate student types in order to accurately design programs that meet the IEP goals of individual students. Placement at the deaf school is still the most popular placement option for traditionally eligible students in Idaho.

It may appear that the Council’s report and recommendations contain an excessive amount of emphasis on the deaf school component of the placement continuum. While we realize that this placement option is one of several viable programs available to students, it is the only one being threatened by policymakers at the present time. Therefore, the Council believes it is appropriate to sufficiently substantiate the need for such a program to continue in Idaho.

2. Increased Support for Students Mainstreamed in their LEA. The Council supports an increase in funding for students who choose to mainstream in their local school districts. An appropriate funding model must be implemented so that local IEP and Individualized Family Service Plan teams have viable options.

3. Auditory-Oral School and/or Program(s). The Council supports increased funding and expert oversight of programs that educate students who communicate orally/aurally. As with the other programs listed above, the configuration and implementation details must be worked out by individuals who know and understand the nuts and bolts of Auditory-Oral education.

4. Regional Audiology Support for HH Students. Approximately 2,400 students in Idaho have mild to moderate degrees of hearing loss and primarily benefit from direct audiology support in their local LEAs. These students do not

need extensive services like profoundly deaf children because they are able to integrate quite easily into mainstream settings, if they have audiology support. The Council's recommendation to create a funding model that would facilitate up to seven additional regional audiologists is based on the fact that Idaho currently has a total of only eight part- to full-time regionally-based audiologists directly serving the districts. With more audiologists in place, and an integrated child count reporting system through which the audiologists could report numbers of students, policymakers and administrators would have much more accurate student counts and would therefore be able to better serve hard of hearing and deaf children.

Summary

In summary, the Council supports a continuum of placement and communication options. Idaho currently has a continuum in place, but the system can benefit from some modifications to ensure that funds are dispersed more appropriately and that experts oversee each of the distinct programs.

Lastly, the Council cautions policymakers that if one or more placement or communication options is eliminated from the continuum of services, Idaho will open itself to significant legal liabilities, and more importantly, leave some children behind.